

Thinking school's action man

The news that Andrew Stuart, still hard at work in Helsinki representing HM as Ambassador to Finland, is to be the next head of Atlantic College in Llantwit Major. South Glamorgan, seems to have surprised everybody involved.

Break



Andrew Stuart: unusual appointment

state schools as well as from abroad. In the end, the college's panel of educationists picked Stuart because it was felt that his widespread international experience fitted him to guide the destiny of this unique international school.

Personal column

Mary Warnock The right cause

The late R G Collingwood, an unjustly neglected philosopher in many ways, had an idiosyncratic theory of causation. He thought that events were not really caused; but each observer picked out that aspect of the event in which he was most interested, and in which he thought it most likely that he could intervene, and designated that the cause.

THE TIMES Educational Supplement

FIRST PUBLISHED 1910 PRICE 45p

NATFHE deal attacked

Richard Garner Most teachers have attacked the NUT's proposal to settle a provisional pay agreement a few days before their own pay goes before an arbitration panel hearing.



Wedded-to-the-job couple take class on honeymoon

by Nick Wood Eyebrows were raised at a holiday camp when two newly wed teachers arrived for their honeymoon with a cradle of 26 children trailing along behind.

City's education chiefs hit back at HMI report

by Biddy Passmore The chairman of Liverpool's education committee held out little hope this week of reaching political agreement on a scheme to improve the city's educational provision.

This week

Heads change their minds over caning 3
New pay scales in colleges and polys 6
The new councils make radical changes 10
Peace studies investigated 14,15
Riot cities 23
Speaking English 26
Children's theatre and drama 34-36
Should teachers program computers? 37

Green debate

What would be your reaction if the following set of questions was sent to you? What vested interests are represented by the DES and the UGC? Why should the curriculum and standards of teacher training be determined centrally?

Westfield goes it alone

In the early 1870s, when Miss Constance Louise Maynard was one of the first women students at Cambridge University, she found it a distressingly godless place. So she stomped off to London, clutching her Bible, to found a college devoted to the higher education of women "in accordance with Christian principles".

Demanding Dolphins

So far the Department of Industry has been unerringly on target with its provision for education. The Micro-processors in Schools scheme and the department's computer competition have given thousands of schools their first opportunity to acquire a computer.

TES Crossword No 49

Crossword puzzle grid with clues: 1 Clot control (5,4), 2 He will shortly be (5), 3 Demanding the way can be (6), 4 A highly vocal female (7), 5 Essential feature of a needle or watch (3), 6 The passage led to double up together (5), 7 A decision of often out of place (7), 8 Once more makes a profit (5), 9 Don't follow suit (6), 10 It's more by a reason for a dance (6), 11 What disciplinarians applied to the back part (5), 12 Suggested one politician was untruthful (7), 13 Go in after fish and chips, maybe (9), 14 A drinking place in point (3), 15 Apparently boards another's child (7), 16 Peg-legged supporter of the Arts (5), 17 Turned to Paris No 44

Next week

Riot cities: A year after Brixton what lessons have been learnt? TES reporters visit Bristol where the fires started. Manchester where they shoulder to shoulder the upheaval of secondary reorganization and Leicester where "mindless violence" seems to have concentrated wonderfully the minds of the city authorities.

English as a foreign language

English as a foreign language. This is an extremely brave and determined girl, said Mrs Margaret Hartley, deputy head of the school. "I know her mother feels she has turned the tragedy of it into doing her very best because that is what her father would have wanted."

Force children for stress

Mr Lister and Mrs Daviles Falklands crisis has led to tension in schools in Gosport area. These pupils are almost impossible to concentrate for examination.

Down

1 Turned to Paris No 44, 2 He will shortly be (5), 3 Demanding the way can be (6), 4 A highly vocal female (7), 5 Essential feature of a needle or watch (3), 6 The passage led to double up together (5), 7 A decision of often out of place (7), 8 Once more makes a profit (5), 9 Don't follow suit (6), 10 It's more by a reason for a dance (6), 11 What disciplinarians applied to the back part (5), 12 Suggested one politician was untruthful (7), 13 Go in after fish and chips, maybe (9), 14 A drinking place in point (3), 15 Apparently boards another's child (7), 16 Peg-legged supporter of the Arts (5), 17 Turned to Paris No 44



Disappointed teachers' leaders put on a brave face despite NATFHE claim decision

College lecturers urged to take pay deal despite concern

by Richard Garner and Diane Spencer

Leaders of 80,000 college lecturers are recommending acceptance of a 5.8 per cent pay deal despite claims that they should have taken their claim to arbitration.

The executive of the National Association of Teachers in Further and Higher Education, the college lecturers' union, meets this weekend to discuss the deal in the wake of the provisional agreement on it made at a meeting of the Burnham further education committee on Monday. The deal is expected to be ratified by the union's national council on May 24.

The deal will give all lecturers an extra 5 per cent plus a flat-rate £69, with a further £108 for lecturers on the top of scale one who have "been faced with restrictive career prospects". At present about 14,000 lecturers are on this scale with a salary of £8,658. They should receive an extra £610.

Mr Peter Dawson, general secretary of NATFHE, said: "Yet again our employers have been unwilling to give a pay increase which either meets the rise in the cost of living or re-establishes pay relatives with comparable professional groups."

"However, in the light of Government financial policy and the level of pay settlements elsewhere, we shall be recommending this as a realistic settlement which does give assistance to some of whose career prospects have been most restricted for a long period of time."

The Association of Polytechnic Teachers expressed disappointment over the outcome of Monday's meet-

ing. Dr Tony Pointon, general secretary of the 3,500-strong association, said no attempt had been made to close the gap between polytechnic and university pay, which he claimed was around 12½ per cent. "Lecturers may regret not having gone to arbitration," he added.

Leaders of the local education authorities, who originally offered a 2.5 per cent increase, warned that the extra money would have to be found from elsewhere in the education service.

At Monday's meeting there was no attempt by representatives of the Department of Education and Science

to use their power of veto on any upward above the Government's four per cent cash limits for inflation - as they had done during discussions on the pay of primary and secondary teachers - because they felt it would now be unrealistic to hold it down to that level.

An offer to increase pay rates of university manual and ancillary staff by 11p per hour (£4.29 for a 39-hour week) has been rejected.

The unions have called for the reopening of negotiations and for union branches to hold immediate meetings to consider industrial action in support of a 12 per cent claim.

Arbitrators likely to suggest 6 per cent rise

A teachers' leader described as "very disappointing" the decision by the college lecturers' union, NATFHE, to recommend acceptance of a 5.8 per cent pay deal just a week before the teachers' own pay deal goes to arbitration.

Mr Nigel de Gruchy, Assistant Secretary of the National Association of Schoolmasters/Union of Women Teachers, questioned the college lecturers' tactics. He felt they should have waited until after the teachers' arbitration hearing before recommending agreement.

Most teachers' leaders were, however, putting a brave face on this move and the decision of an arbitration panel to award Scottish teachers a 6 per cent increase - two developments which seem to indicate that a rise of around 6 per cent will be recommended following next Wednesday's

arbitration hearing. Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' panel on the Burnham committee, which negotiates teachers' pay, said he felt the teachers still had a strong case for a larger increase.

Significantly, however, representatives of the Department of Education and Science did not use their powers to veto the local education authorities tabling a 5.8 per cent award to the college lecturers this week - as they had done when the authorities attempted to increase their offer to the teachers beyond 4 per cent.

Sources said this was in recognition of the fact there had been settlements of around 6 per cent in other sectors since then. It also removes the possibility of the Government trying to set aside a teachers' pay award from the

	Old	New*	Percentage increase
Lecturer 1			
Minimum	5034	5356	6.6
Maximum	8658	9268	7
Lecturer 2			
Minimum	6462	6854	6.1
Maximum	10431	11022	5.7
Senior Lecturer			
Minimum	9624	10174	5.7
Maximum	12141	12817	5.6
Principal Lecturer			
Minimum	11298	11832	5.6
Maximum	14238	15019	5.5
Head of Department			
Minimum	9387	9826	5.2
Maximum	16590	17488	5.4
Vice principal			
Minimum	10527	11122	5.7
Maximum	21870	23032	5.3
Principal			
Minimum	12357	13044	5.5
Maximum	25920	27285	5.3

*Unofficial figures - subject to confirmation

in their pay claim - and in their submission to the arbitration panel - that there should be permanent machinery set up to collect necessary factual data to re-evaluate teachers' pay levels and compare them with workers in other sectors doing comparable work.

The submission adds that the Clegg Commission report on teachers' pay in 1979 - based on the maximum of Scale 2, decided to be about the average level for the profession, have seen their pay rise by 23.1 per cent while prices have risen by 49.9 per cent and pay generally by 59.9 per cent. They need an increase of 29.6 per cent to bring their pay into line with workers this year - and an extra 5 per cent to keep pace with inflation since 1979.

This means that teachers will be able to press the second point made

in their pay claim - and in their submission to the arbitration panel - that there should be permanent machinery set up to collect necessary factual data to re-evaluate teachers' pay levels and compare them with workers in other sectors doing comparable work.

Stretch your imagination.

BILINGUALISM: BASIC PRINCIPLES
 Paperback ISBN 0-905028-04-X £4.50 Hardback ISBN 0-905028-05-8 £9.50
 Primarily for students of linguistics etc. the author's readable style makes this comprehensive introduction to bilingualism of great importance to parents and all involved with children from mixed language backgrounds.
 This is the first book in a series on MULTILINGUAL MATTERS under the general editorship of Derrick Sharp. Others due for early publication are: EVALUATING BILINGUAL EDUCATION: A Canadian Case Study - M Swain & S Lapkin; LEARNING DISABILITIES AND BILINGUALISM - J Cummins; BILINGUAL CHILDREN: Guidance for the Family - G Saunders.
 Distributed in UK by MULTILINGUAL MATTERS LTD, COMMUNITY LANGUAGES - ed. Mark Garner. Paperback ISBN 0-905028-07-8 £6.90
 Also published by MULTILINGUAL MATTERS LTD: JOURNAL OF MULTILINGUAL and MULTICULTURAL DEVELOPMENT (Vol. 2 1982 includes special issue on Language & Ethnicity) and JOURNAL OF LANGUAGE and SOCIAL PSYCHOLOGY, Vol. 1 1982.
 Full details of the above books and SAMPLE copies of the journals are available from:
MULTILINGUAL MATTERS LTD c/o Kim E. Tieto Ltd, Bank House, 8a Hill Rd, Cleveland, Avon BS21 7HH, England.

Proposal for more power is rejected

by Biddy Passmore

The Government has rejected a proposal from MPs that the Education Secretary should be given extra powers to step in when local education authority provision fails to reach a national minimum standard.

In its initial response to the recent report on the curriculum from the Commons Select Committee on Education, it says such a change would lead to "an undesirable shift in a well-tryed and well-understood distribution of functions".

The committee had proposed that the 1944 Act should be amended to give the Education Secretary the right to intervene where a "nationally-agreed" guaranteed provision appeared to be at risk. But the Government's reply says this concept is alien to the variety of locally-determined provision which Parliament envisaged in the 1944 Act.

It also rejects the committee's recommendation that the one-year probationary period for teachers should be extended to two or three years, but agrees with the MPs that procedures for assessing probationers should be tightened-up.

The Government supports the MPs' call for the development of profiles of achievement for all school leavers, including those who do not obtain examination certificates. These could serve as an aid to selection for employment or further education; it says, as well as recording achievements and qualities which cannot be recognized in formal examinations.

It stresses, however, that profiles should not replace examinations and that further work is needed before detailed plans could be made for their introduction. The Education Secretary is considering the next steps, it says.

Initial Government Observations on the Second Report from the Education, Science and Arts Committee, Session 1981-82 (The Secondary School Curriculum and Examinations HC 116-1), Cmnd 8551, HMSO, price £2.10.

Leader quits over strike

A teachers' leader has resigned from his post over the way his union reacted to the six-week strike by members of the National Union of Teachers in Labour-controlled Barking and Dagenham.

Mr Bill Bonnen, secretary of the NAS/UWT in the borough, whose own job at the Heathway Industrial Centre is threatened by the education cuts, publicly called on his union's executive to sanction strike action so that his members could join the NUT in fighting the cuts - but failed to win their support.

"I was rebuked at our conference for going public in *The TES* and other newspapers about my views during the dispute," he said, "and I thought if that's the attitude, well, I'm no hypocrite, I should resign."

Mr Bonnen added that he would consider leaving the union altogether if it failed to save his job at the centre - which give about 120 youngsters a year industrial training before they leave school.

Members of the NAS/UWT in the borough were still continuing a ban on covering for absent colleagues in the borough this week as a protest over the proposed cuts. The ban has been in force since before the NUT's strike.

Meanwhile, there was an indication this week that the battle over teachers' jobs in Barking and Dagenham may have to be fought again next year.

NUT summit over 'union control' row

Leaders of the National Union of Teachers meet today and tomorrow amid a growing row over who controls the union in the wake of conference decisions to back abolition of corporal punishment.

This is the first time the executive has met since the conference and some members were criticised this week that jostling over takes which post on the union's various committees may prevent attempts to discuss how to implement the two controversial decisions.

Some members are also taking over a circular on corporal punishment issued by the union's office which they see as an attempt to water down the conference commitment to campaign for the abolition of corporal punishment.

The circular says "it must be emphasized, however, that the solution simply instructs the unions to encourage local associations to 'encourage local associations to take certain steps' - 'divisions' to take emergency action has been sent to the House, the union's headquarters in Barking and Dagenham, and is endorsing the policy against the annual conference over the unilateral disarmament of opposing all forms of corporal punishment in an attempt to discuss of the agreed motion weekend.

Fears over future of English

Teachers of English are seeking an urgent meeting with Sir Keith Joseph, the Education Secretary, after his decision to disband the Schools Council and replace it with two separate smaller bodies dealing with examinations and the curriculum.

The National Association for the Teaching of English and the National Association of Advisers in English cite three reasons for their "great concern" at the action taken by the Secretary of State.

They say the decision to disband the Schools Council represents an "unwelcome" development and contradicts the traditional view that examinations should follow the curriculum.

They are also worried that the new bodies will be appointed by the Secretary of State and may work against the needs of the curriculum development. Another concern is that the curriculum development appears incapable of meeting wider needs of schools and

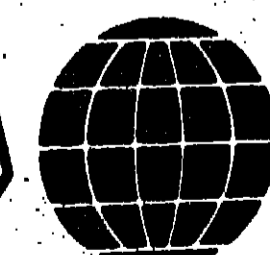
Some bad news for our competitors.

Let the facts speak for themselves...

Educational supply company	Carriage or handling charge on a £50 order	Threshold order value for carriage or handling free
HESTAIR HOPE	FREE	£25.00
E. J. ARNOLD	£3.00	£70.00
E. S. A.	£2.50	£75.00
PHILIP & TACEY	£3.50	£100.00

Source of information - current 1982 catalogues

No matter what size your order is you're assured of a good deal from Hestair Hope, Britain's leading educational suppliers.



Hestair Hope
a whole world of education

Hestair Hope Limited
 St. Philip's Drive, Royton, Oldham. OL2 6AG Telephone 061-652 1411 Telex 666515

Primary and Pre-school

Staff incensed at morale boost plan

by Richard Garner

Derbyshire county council's plan to improve teacher morale has served to incense teachers instead because unions have not been consulted.

The plan, to send a special advisory team to selected inner city primary schools, was revealed in *The TES* last week. A confidential circular to Mr John Evans, Derbyshire's director of education, from the advisory service described low morale, limited horizons and an increase in disruptive behaviour even at primary level.

The circular selected eight inner city schools - four infants schools - for a pilot study of the problems.

The National Union of Teachers in Derbyshire has written to Mr Frank Revell, chairman of the education committee, demanding to know why teachers' organizations have not been consulted.

Mr Bill Rippon, NUT executive member for Derbyshire and Nottinghamshire, said: "My reaction to this news was concern that head teachers and teachers in the Derbyshire inner city schools had no knowledge of this document."

"I have told the chairman of the education committee this has caused considerable distress among NUT members and that I am alarmed at the insensitive manner in which the authority's officers have dealt with this."

"Certainly members of the NUT have always been anxious to preserve good professional relationships with the authority and its officers and this incident seems calculated to lower even further the morale of hard-

working and dedicated teachers who are working in the authority's most difficult schools."

The circular said that head teachers were under increasing stress and many problems stemmed from "inadequate homes which lead to children appearing unkempt in school, an increase in emotional disturbance and social maladjustment... and a lack of language support, both oral and written, in the home".

It added that it was important to raise the expertise, performance, and expectations of staff in all these schools.

● A recent survey of Derbyshire schools by the I.e.s. has brought to light a haphazard approach to Scale posts in some primary schools. They often reflect teachers' interests rather than curriculum importance, *Julia Hagedorn writes*.

Scale 2 posts were given in school A for the school bank, while in school B one post covered boys' games, swimming, PE apparatus, the school library, maths, and display on the stairs. In school A, Scale 2 was given for hymn teaching and organizing sports day; in school B for language, reading, the library, and responsibility for the lower school.

One school distributed its Scale posts thus: Scale 3 - head of the remedial department; Scale 2 - in charge of the remedial apparatus.

Another: two Scale 2s for boys' games, two Scale 2s for girls' games. Another: Scale 2 for music, another Scale 2 for musical instruments.



Music events near and far

Primary school children took part in an Apollo Trust instrumental workshop at The Palace hotel, Torquay, during the recent 150th centenary conference, where one of the main themes was music education.

The Apollo Trust is a charitable organization set up in 1977 to bring children a fresh approach to concert-going and concert-going. Participation and enjoyment are always paramount. It organizes regular concerts in London as well as making frequent tours around the country.

Closure order defies Labour pledge

by Julia Hagedorn

Sir Keith Joseph, the Education Secretary, has ordered a Nottinghamshire primary school to close despite the wishes of the local education authority for it to remain open.

The William Lee Primary School in Calverton was originally threatened with closure two years ago under local Conservative administration. Protests followed, but the closure order was made final six days before the local elections in May 1981.

Labour pledged to keep the school open as part of its election campaign. When Labour returned to power, one of the first actions of the chairman of the education committee,

Councillor Fred Riddell, was to ask Sir Keith for a stay of execution while the committee looked at alternative proposals.

It decided to keep the school open so that parents could choose to send their children to an all-through primary, William Lee, or to a separate infant and junior school on the same campus. This plan drew full local support.

In spite of Labour's plan, Sir Keith has decided that William Lee must close at the end of this term.

The closure is complicated by the fact that the school will still exist in all but name. The junior and infant schools on the same campus are over-

subscribed and will have to use William Lee as an annex when its children join their schools.

Mr Riddell, who has met Sir Keith for an interview, doubts to be surprised by the decision. It is usual, under Section 11 of the Education Act, to leave the decision on school closure or otherwise to the I.e.s. when there is no local opposition. He sees it as a political decision since no educational grounds for the closure have ever been given.

"The Conservatives here made the original decision," he said. "All the Conservatives in central government decided to show solidarity with them by upholding that decision."

Back to tradition, Boyson urges

by Biddy Passmore

Primary teachers should "forget the trendy sixties" and go back to traditional methods, Dr Rhodes Boyson, education junior minister, said last week.

Informal teaching methods had wasted time and money, he claimed. They had left children less disciplined, less able to concentrate and weaker in the three Rs.

His views were rebutted by Mr Len Marsh, chairman of the National Association for Primary Education and principal of Bishop Grosseteste College, Lincoln. HMI surveys gave the lie to this "crude generalization", he said. "If anything, they show that the dangers lie in over-caution and in over-traditional teaching - that teachers don't make enough of the ordinary, everyday application and rely too much on the book."

Speaking to the Isle of Wight Conservative Association in Shanklin, Dr Boyson pointed out that spending per primary pupil had risen by 63 per cent in real terms since 1960s, compared with only 38 per cent in secondary schools.

"There has not been comprehensive reorganization in the primary sector to absorb that money, so where has it gone?" he asked. He suggested introducing new teaching methods requiring a greater PTR and more money for salaries.

Yet the children themselves seemed not to have benefited. Primary pupils during the late 1960s, when innovations included discovery methods, project work and family groups, became the secondary pupils of the 1970s.

Dr Boyson said: "Those children seem to be less disciplined, less able to concentrate and pay attention, less able to apply themselves to something difficult." The child could not discover it all; he needed to be taught.

Mr Marsh replied that when he had taken industrialists round primary schools, they were impressed by the children's seriousness and the consistency of their application.

Wrong test judged the judges

by Virginia Makins

A major investigation into the teaching of reading subjected staff to an inappropriate test, according to a member of a London university.

One of the well-publicized failures by Vera Southgate and her colleagues on the *Extending Beginning Reading* project was that junior teachers who went badly astray when assessing children's reading ability.

But Barry Storer of the London Institute of Education argues that the reading test used to judge teachers' assessments was just as likely to be wrong.

The Southgate team used the Scholastic Graded Word reading test because it was familiar to many schools and easy to administer. They found that, set against the test results, some teacher estimates of reading levels could be out by as much as three years either way.

Teachers who already knew their pupils' scores were more accurate in their estimates - and that teachers report recommended that teachers who did not use test scores should think again.

Mr Storer maintains that the findings did not take account of well-known limitations of the Scholastic test. One main criticism is that the ability to read a list of words out of context is not necessarily the same as "real reading".

He questions the "one-size-fits-all" assumptions that the test scores were right and the teachers wrong. The highlights, too, the dangers of equating Scholastic scores with real reading competence.

Mr Storer adds: "The real danger is that the test's very quickness, its cheapness, and familiarity has led into the trap of accepting its results as measures of 'real reading', making it easy to draw conclusions which indict teachers and perpetuate the need for more testing."

NUT Primary Education Review, Spring 1982.

Some good news for our customers.

FREE

carriage on all orders over £25.

While our competitors force you to spend money on carriage, at Hestair Hope you can spend it on extra essential educational equipment. It's your choice. Whether you're a small school or large department you're assured of a good deal from Hestair Hope.

Hestair Hope are Britain's leading educational suppliers, with over 80 years experience and this year our full colour catalogue offers you an even wider choice than before.

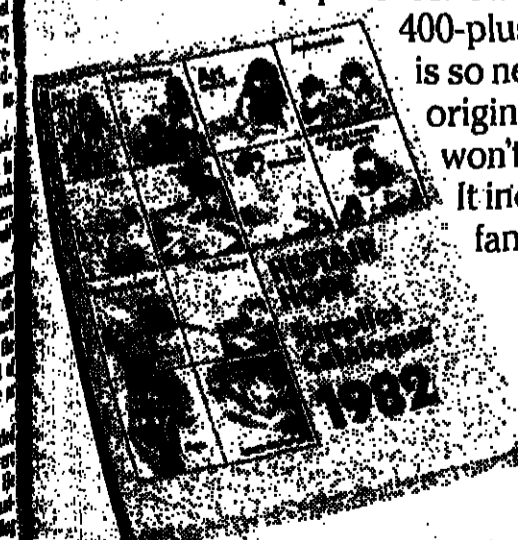
Much of the equipment shown in the 400-plus pages is so new, so original, you won't find it in any other book. It includes ranges by many famous names together with

hundreds of special-value lines manufactured by ourselves. We stake our reputation on every single item we sell - for quality, price, the standard of service behind it and the delivery you have a right to expect. If you are not fully satisfied, you may confidently return your order for an immediate refund.

No matter what level, or the size of your school or establishment, from playgroup to final year studies, you are entitled to the new 1982 Hestair Hope catalogue. Just ring Wendy Perrins in our Marketing Department on 061-652 1411 for any copies you require. When it comes to a good deal in educational supplies, the choice is obvious.

Educational supply company	Carriage or handling charge on a £50 order	Threshold order value for carriage or handling free
HESTAIR HOPE	FREE	£25.00
E. J. ARNOLD	£3.00	£70.00
E. S. A.	£2.50	£75.00
PHILIP & TACEY	£3.50	£100.00

Source of information - current 1982 catalogues



Hestair Hope

a whole world of education

Hestair Hope Limited, St. Philip's Drive, Royton, Oldham. OL2 6AG Telephone 061-652 1411 Telex 666515

Department of Energy

NATIONAL SCHOOLS COMPETITION FOR ENERGY CONSERVATION

Make **ENERGY EFFICIENT** go further

Now is the time to fill in the registration form. If you have not received one, fill in the coupon below and you will be sent full details of the competition.

Organised by **CONOCO**

To: National Schools Competition for Energy Conservation
Freepost
London SW3 6BR

Name of teacher _____ Department _____

School _____

Address _____

Local Education Authority _____

The competition is open to children between the ages of 12 and 16 on 1st September 1982. Completed registration cards must be returned by 30th September 1982.

Special to 116

All-change as the Tories romp home

Eight education authorities changed hands in the local elections held last week.

Two were caught in the firm grasp of the Conservative Party and as a result will have a radical reversal of policies and budgets over the coming months. Six others slipped through the grip of any major party and as "hung" councils are now in the throes of political deals and coalitions.

Altogether 56 education authorities had elections. Twenty outer London boroughs had all-out elections as did 10 metropolitan districts with boundary changes. The rest had one-third of their seats up for grabs.

The results reflect the national picture: the Conservative Party achieved near-miraculous results, better than any government in mid-term since the Second World War.

Labour suffered some setbacks and failed to exploit the advantage of being the opposition party in Parliament. For the Alliance, which failed even to hold the seats it had gained by defections, the results represent a sobering defeat.

In the towns and cities outside London the results have produced: 23 Labour councils, 8 Conservative and 5 with no overall control. This compares with 27 Labour, 6 Conservative and 3 no overall control, before the elections.

In the outer London boroughs there are now 13 Conservative councils, 4 Labour and 3 no overall control, compared with 14 Conservative and 6 Labour.

The poor performance of the SDP/Liberal Alliance was most dramatic

The outcome of last week's council elections - with changes of administration in some cases and stalemate in others - will lead to radical switches in policy and budgets for many i.e.a.s. Sarah Bayliss reports

In Birmingham, where six Labour councillors had already defected, the Alliance was contesting every seat.

But only four Liberal candidates were successful and all six defectors lost their seats, including Dr Charles Gray, former Labour chairman of education. The new chairman is Mr Brian Meadows, first elected in 1978 who, like Dr Gray, is a lecturer at Aston University.

In Dudley another all-out election produced a surprise victory for the Tories and devastating defeat for the Alliance.

Mrs Elizabeth Walker, the new education vice-chairman, and a primary head in a neighbouring borough, believes the contest was fought and won on the issue of rates.

By implication the rates campaign will mean more cuts for education. The new administration is pledged to work towards the budget it proposed and lost in council last March. This included a £765,000 cut in education

spending. The previous council was "hung". The Tory budget proposing cuts amounting to £1.3m and a 14 per cent rate rise was defeated by a Labour-SDP vote. The final budget made by Labour meant a 20 per cent rise in rate bills and the maintenance of services.

The Labour rate has already been levied but the incoming council is promising to make savings and a low rate in the coming year. All the non-statutory parts of education, particularly school meals and nursery provision will be under scrutiny.

Mrs Walker said the demonstrations against education cuts earlier this year had not reflected the views of the general public. "The electorate has told us loud and clear that whatever the teachers and the parents who support them say, rates must be kept as low as possible."

A special FIML report on Dudley, one of the lowest spending authorities in the country, is due out this



Doris Birdsall Nicky Harrison

term. Labour claims it will reveal book shortages and poor school buildings, and that the Government has delayed publication until after the elections.

Mr Tom Clitheroe, a former Labour chairman of education who defected to the SDP and chaired education for 18 months with the Tories' agreement, lost his seat. Mr Clitheroe, a lecturer in a Birmingham college of further education, blamed the Falklands crisis for the defeat.

A Wolverhampton Polytechnic survey conducted for Central Television revealed that 1 in 20 voters in a Dudley ward thought the Falklands crisis was the "main issue" in the elections. Thirty-three per cent gave rates as the main issue.

Mr Stephen Briatow, a principal lecturer in politics at the polytechnic, said he believed the Falklands crisis was more significant than the 5 per cent at first suggests. "It was the most important background influence. Two months ago the results would certainly have been very different."

In Walsall, the Labour group lost overall control and blames that on the Falklands factor. Mr Eric Allison, former chairman of education said this week, "I was surprised by the result. The canvas returns were the best we'd ever had until a few days before the election."

The turnout at the polls was as high as 50 per cent in some wards, and the result has produced more parties on the council than anywhere else. There are: 27 Labour, 15 Conservative, 7 Liberal, 7 Independent, 2 SDP, 2 Ratepayers.

Labour has declared itself the official opposition party and a coalition is likely to be engineered by the Tories with the other parties. One of the first pronouncements by the new Tory group is that it intends to reinstate the four school meals workers who lost their jobs under the previous council because they refused to join a trade union. The four women were awarded £10,000 compensation for dismissal by an industrial tribunal shortly before the elections.

In Bradford where the new council has 42 Labour, 42 Conservative, 1 Liberal and 1 SDP, the council's decisions will be taken by the Conservatives after a pact with the Liberal and SDP councillors. Mr Hugh Gilmour is the new education chairman, replacing Mrs Doris Birdsall, who was councillor for 24 years and was times chairman or deputy chairman of education.

The Labour group which has overall control just two years ago, will raise the services but they do not want the rates for them," Mrs Birdsall said.

In Rochdale, Labour has lost overall control as a result of Liberal successes. The council now has 15 Labour, 15 Conservative, 1 Liberal and 1 SDP with a Liberal mayor holding the casting vote.

Before the elections only two councils; their position has remained roughly the same. In Luton where the Liberal group failed to gain a majority, the teacher union greeted the result with despair.

Three outer London boroughs are now in the unstable position of having no majority party. In Richmond upon Thames, strongly tipped to go to the Liberals and Tories, 10 seats each. A Tory mayor is a casting vote.

In Waltham Forest the Labour group has declared it will not go with any other party and a coalition is expected after the council meeting on May 26. A decision on secondary reorganization is incorporated (ISA). She succeeds Mr John Riley, headmaster of Hallfield School, Middlesex.

The City of Newcastle Upon Tyne Education Committee announces the following appointments: Mrs F Osselton formerly head of Caxfold First School, to head of Regent Farm First School; Mrs M Roock, formerly head of Broadwood Infant School; Mr P Bell, formerly deputy head at Anthony's C of E Primary School, to head at Simonside First School; Mr J D S, formerly Scale 3 post holder at the same school; Mrs P Bell, formerly head of St Michael's R C School; Mr D Tall, formerly Head Teacher Emsworth House, to head of the Assessment Centre, to deputy head of Kendal Lodge Special School.

Mrs Cross has been appointed assistant director of the Royal Society of Arts. Mr Cross is at present vice-principal at City and East London Colleges. He will take up his appointment from September 1.

Mrs Michelle Magorian of London has been presented with the International Reading Association's Children's Book Award for her book, *The Guardian* fiction.

Michael Cahill, at present deputy head of Frank F Harrison comprehensive school, Brixworth, Walsall, Midlands will take over as head of the secondary boys' school in September. He succeeds Mr de Spinoza, who had been head of the school since 1977 and left to become head of a primary school.

Mr Walter James of the Open University faculty of educational studies has been appointed chairman of the Council of Europe project on the state of adult education for discussion throughout Western Europe.

Mr Merritt has been elected honorary post of Pro-Chancellor of Loughborough University of Leicestershire. Mr Morris is chairman of the executive of Brown and Green Ltd, the national institute for deep sea drilling platform lines.

People

BBC Radio and Television for Schools and Colleges - Age 4-13, 11-19

New BBC Programmes 1982-83

FOR INFANTS

RADIO • Infant Science: See for Yourself
TELEVISION • Words and Pictures

FOR JUNIORS

RADIO • In the News • Maths Songbook • Maths Games • Reading Music • Technology: 9-12 Ideas into Action; 10-13 The Bicycle Programme • Word Games
TELEVISION • The History Trail • Mathscore One and Two • The Music Arcade • Science Workshop • Watch: with subtitles for the deaf

FOR SECONDARY

RADIO • Computers in the Real World • Economics: CSE Your Money and Your Life; O-Level Supply and Demand • Business Matters • Spelling and Punctuation • Functional Reading • General Studies: Radio • Child Care (CSE) • Teenage Magazine: Wavelength • German Level III: Hallo! Wie geht's? • Biology: Field Studies
TELEVISION • Going to Work: Life and Social Skills • Computer Club • Language in Action • Geography Casebook: Britain • British Social History • Tout compris (simplified version) • Walrus

Details of these and all other 1982-83 programmes and publications are in your school now.

Send your order for publications on the form sent with the Annual Programme by **23 July 1982** to:
BBC Publications, Schools Orders Section, 144 Bermondsey Street, LONDON SE1 3TH.



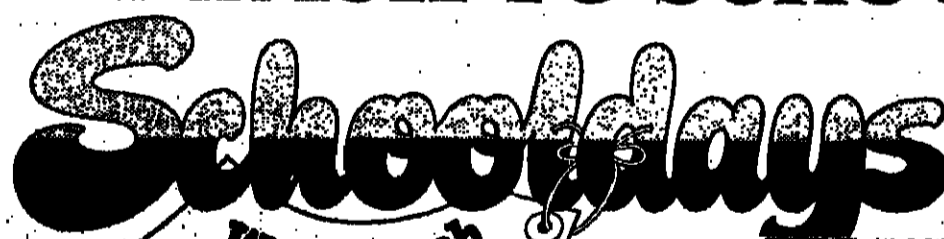
EXTRA MATHEMATICS EXTRAS

The 16 page Mathematics extra in March 26 issue containing an article by Dr W. Cockcroft is available in reprint form. This, together with a four-page résumé on the Cockcroft Report, originally published in the TES, will cost 80p (p & p included). Send all orders to the address below, enclosing your cheque/PO (no cash please) made payable to Times Newspapers Limited.

Nigel Denison
Supplements Promotions Manager
N274
Times Newspapers Limited
PO Box 7
200 Gray's Inn Road
London WC1X 8EZ

Travel

WITH ALL OUR EXPERIENCE WE'VE GONE BACK TO SCHOOL.



GLOBAL EXPERIENCE
We're pleased to introduce Schooldays, a new tour operator specialising in travel for schools. Although Schooldays is a new name, we're part of the Global group.

This means we have more than 35 years of experience behind us; and a reputation for both reliability and value for money. Rely on Schooldays when you next arrange travel for your school.

BIG CHOICE
Our introductory brochure contains an excellent range of European coach tours carefully chosen to suit the needs of schools.

We offer a superb choice in France and a wide selection of tours to Austria, Germany, Italy, Scandinavia, Switzerland, Russia and other European destinations.

NO SUPPLEMENTS
With Schooldays there are no supplements for travel during peak periods. And our price guarantee scheme means you can be sure of what you'll pay. This unique offer applies to all

schools who pay their first deposit before 30th July 1982.
QUALITY COACHES
Our luxury coaches are well equipped - usually with reclining seats, videos, coffee machines - and never more than three years old.

SCHOOLGATE DEPARTURES
Schooldays will collect your party from your schoolgate for no extra cost - from anywhere in mainland Britain.

FIND OUT MORE
Send the coupon for our brochure and see all the other advantages that Schooldays has for your school party.

Form with fields for Name, School, Address and a return address: To: Schooldays, Glen House, 200 Tottenham Court Road, London W1P 0JF. Tel: 01-637 5333. Please send me a copy of the Schooldays Introductory Brochure (available late May).

Teachers alarmed by Conservative leader's proposals

The decision by Birmingham's new Conservative leadership to cancel secondary reorganization and to make further reductions in the education budget was described as "a tragedy" by the National Union of Teachers this week.

"We are in for a tremendous period of instability and confusion," said Mr Tony Miller, press officer for the Birmingham Association of the NUT.

Mr Neville Bosworth, the new Tory leader who led the city council between 1976 and 1980, declared within hours of last week's election that the reorganization scheme has been withdrawn from the Department of Education and a freeze on council spending was planned. His group is also pledged to privatize a range of council services including school meals and cut £15m from the city's 1982-83 budget.

Mr Bosworth said the reorganization plan devised by the outgoing Labour group would have destroyed Birmingham's voluntary aided grammar schools and abolished sixth forms and single sex schools.

The scheme, which was submitted to the DES for approval last month, proposed to reorganize secondary schooling throughout the city with a break at 16. Comprehensive schools 11 to 16, and seven "open schools" for the over 16s, were needed. 13 schools were to be closed, 16 to amalgamate and four single-sex schools were to disappear. Six voluntary aided grammar schools were also to be maintained, also cease to be maintained.

The plan aimed to get rid of the surplus places and about 100 teachers were to be redeployed. A new scheme would have been drawn up as soon as possible and single sex schools should have been "excellent" sixth forms should be retained, he said. Mr Bosworth said, however, say how much of the £15m cut education would have been.

AMMA ponders Lords move after court says early-retirement teacher not entitled to benefit

Union may appeal on unemployment pay ruling

by Richard Garner

The House of Lords may be asked to rule on whether a 61-year-old teacher who accepted premature retirement should have subsequently been refused unemployment pay.

Last week the Court of Appeal ruled that the Department of Health and Social Security had been right to withhold unemployment pay from Mr Ernest Crewe, a retired Gwent teacher, during his first six weeks without a job.

But the Assistant Masters and Mistresses Association is now taking legal advice over whether to appeal against the ruling.

Lord Denning, the Master of the Rolls, accepted that Mr Crewe's employers had wanted him to leave Brynmawr comprehensive school and offered him inducements to do so, but said he was still receiving substantial benefits during the six-week period.

The Employment Act of 1975 states that a person shall be disqualified from receiving unemployment benefit for a period of not more than six weeks if he or she has lost a job through misconduct or has voluntarily left a job "without just cause". Mr Peter Smith, Assistant Secret-

ary of AMMA, said it was "an absurd paradox" for a teacher to retire to help his employer out financially and then to be denied unemployment benefit.

"We will be looking at the judgment very closely, especially in the light of its description of the unemployment benefit scheme as though it were almost exactly the same as a commercial insurance scheme - whereby the policy holder is under a duty to avoid risk," he added.

Since Mr Crewe's case, the law over unemployment benefit has been

clarified so that men over 60 who retire and are in receipt of an occupational pension of more than £35 a week lose unemployment benefit at the rate of £1 for every £1 in excess of £35 paid.

In addition, if - after 312 working days - the person is still unemployed he or she can then receive the six weeks' unemployment pay withheld in a lump sum.

Teachers' leaders therefore believe there will be only a handful of teachers who find themselves in a similar position to Mr Crewe.

More Cambridge graduates opt for jobs in education

by Biddy Passmore

The number of Cambridge graduates opting for teacher training or education posts rose by a surprising 11 per cent last year, the latest report from the university's appointments board shows.

After dipping sharply in 1980, the number starting the post-graduate certificate in education (PGCE) rose again. "It seems clear that some graduates, unable to find a place in the occupation of their choice, took up PGCE places as a second choice," the report says.

Graduates with a Cambridge teacher training qualification do very much better than the national average. Only 7.5 per cent of those who gained a PGCE last summer were still unemployed by the end of Octo-

ber, compared with a national figure for the universities of 31 per cent. And just under one-tenth of those who left Homerton with a BED still had no posts, compared with just over a quarter of all honours BED graduates in the university sector.

In all, 7 per cent of the Cambridge graduates were still looking for a job at the end of last year, an increase from 4 per cent the year before. Women fared slightly worse than men (8 per cent compared with 6.8 per cent), reflecting the higher proportion of female arts graduates.

For the first time for years, there was a drop in the number joining firms of chartered accountants - from 155 to 139.

Scots question value of European institute

The practice of sending British students to the 14 European schools and the European University Institute in Italy came in for strong criticism in Edinburgh at the weekend.

Mrs Janey Buchan, the MEP for Glasgow, told the annual meeting of the Scottish Anti-Common Market Council that 300 students could be educated at Strirling University for the same money that Britain pays to put

15 through the institute in Florence. She said the UK contribution of £650,000 was spent on a student body of 110, and a staff of 107, including 28 librarians.

Of the 137 UK students who had attended the institute over the years, none had gained a doctorate, Mrs Buchan said.

Even if they had, it was of limited value since it was recognized in only

Overseas enrolment drops by half

by Philip Venning

Further education colleges now have fewer than half the number of overseas students on GCE and other non-advanced courses than they had when the fees were put up, according to a Department of Education figure.

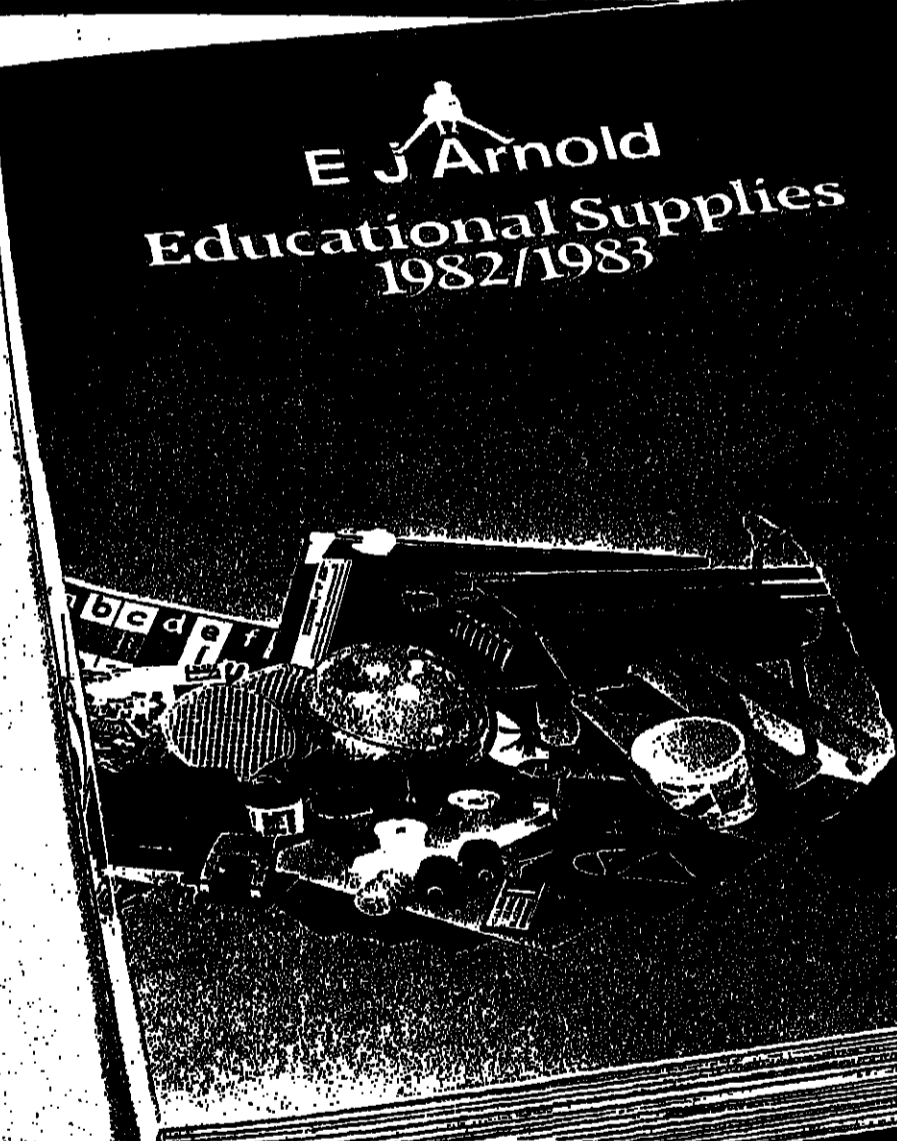
The DES report, which includes provisional figures for 1981-82, shows that technical colleges have been most heavily hit by the rise in fees only 12,700 overseas students in Britain on non-advanced courses compared with a peak of 27,000 in 1976-77. Most of the fall occurred after the increase in fees - last year alone the number of new courses dropped by 37 per cent.

The universities and polytechnics, by comparison, have done relatively well. Last year the number of overseas students in both was down by 1 per cent, and first year students at universities were down by only 3 per cent.

The biggest falls have been in students from Iran, India, and Sri Lanka, down by 30 per cent between 1980-81 and 1981-82; Ceylon and Singapore 25 per cent; and Canada, Zimbabwe, and Malaysia (10 per cent).

In spite of the total reduction in the number of overseas students in Britain, income from fees has risen from about £50m in 1978-79 to about £100m last year. The DES figures are drawn partly from the University Grants Committee and partly from a survey of 29 polytechnics and 9 other further education colleges in England. Separate figures for Wales and Scotland were also added.

E.J. ARNOLD CATALOGUE PRICES HELD



Since the beginning of the year we have achieved our aim to set new standards in educational supply - the most comprehensive range of quality products available, over 500 new lines, a completely revised easy-to-use catalogue, and unrivalled seven-day service.

AND NOW WE ARE GUARANTEEING FIXED CATALOGUE PRICES ON ORDERS RECEIVED BY 1ST JUNE 1982, less of course your normal discount. So, from E.J. Arnold at least, you know you have prices you can trust.

Most suppliers increase their catalogue prices during the year as manufacturers increase theirs. So far we have absorbed those increases and will continue to do so until the beginning of June - and even then we only expect a small number of enforced adjustments.

So pick up the E.J. Arnold Educational Supplies Catalogue now. It will save you time and money. If you want an additional copy of the catalogue, please write or telephone: E.J. Arnold Ltd., Educational Marketing Department, Butterley Street, Leeds LS10 1AX. Tel: 0532 442944.

PRICES HELD ON ALL ORDERS RECEIVED BY 1ST JUNE 1982

E J Arnold SETTING NEW STANDARDS

Travel

NST LTD

(SCHOOL, YOUTH & ADULT GROUP TRAVEL SPECIALISTS)



GUARANTEED FIXED PRICES FOR 1983

Our 'Schoolcoach' tours include a full coach excursion programme in the tour cost. Reservations now being taken for French and German Language courses for 1982/3.

NST still has availability in France, Germany and the U.K. for 1982.

Write in for details today to:

NST FREEPOST 13-17 All Hallows Road, Blenheim Blackpool FY2 0BR Tel. 0253 52626 (10 lines)

CAA LICENCE 1359B

CONT RAIL ACCREDITED AGENTS

FYTO

Travelplus

FREEPOST, 32 LIVERPOOL ROAD, WORTHING, SUSSEX BN11 1BR TELEPHONE (0903) 209855/6

FREE!

Don't miss this opportunity to obtain our exclusive 1983 SCHOOLS BROCHURE

NAME _____ SCHOOL _____ ADDRESS _____ TEL _____

TEACHERS SKI COURSE: Get stuck in rough packages! Spend all your time with friends! Give your new ski the 'know' of a specifically designed course at Les Arcs, Dec 20-Jan 6. BOWLES SKI CENTRE, Crowborough (08926) 4127

OUTDOOR PURSUITS COURSES: Sit-ing, rock climbing, canoeing, within easy reach of London. FREE TASTER COURSE: for teachers interested in 1983 courses. BOWLES OUTDOOR CENTRE, Crowborough (08926) 4127

Mixed feelings

SPORT

Edited by Bert Lodge

The FA is not against women's football; just against mixed football. And an Equal Opportunities Commission attempt to challenge the ruling in court failed because the 1975 Sex Discrimination Act allows sports governing bodies to discriminate where a woman's physique puts her at a disadvantage.

When the application forms went out at the end of the year they included a little note informing everybody of the new development and requesting secretaries to make it very clear which league they wanted to play in.

They never got the chance. Reform if may have been but it was not radical enough for members of the women's rights group who maintained that single-sex leagues still amounted to discrimination. They would not be satisfied until all the teams could be mixed.

of Lewisham. But in holding a crusaders had not foreseen all the consequences. Playing mixed football means coming away from FA rules. "So what?" the ladies naturally asked. The reply was quick but they pointed out that they were being asked to contravene the rules of a governing body which they personally supported. They could be accused of encouraging FA-registered young players of defying the rules and putting at risk their eligibility to play in games organised by bodies affiliated to the FA, such as their school or club teams.

Another point raised was that a mixed sex game would have to be two playleaders in attendance, one of each sex, in case of accident. The Health and Safety representatives among the playleaders also thought that by allowing girls to play mixed football the council might be guilty of placing them at unnecessary risk.

The possibility for insurance implications for insurance was strengthened by a letter on February 15 from the assistant borough treasurer to the leisure services officer. It stressed that the insurance required the council to obtain parental consent from parents that their children could play football "with and without the opposite sex" and that children of the opposite sex could be drawn up a consent form and out it went to play leaders.

By April 6 only 19 teams had agreed to compete compared with 244 at the same time last year. A month later the figures had risen to 34, still leaving 1,000 boys aged 11 they do not want to compete in mixed football.

So this summer they may drift to the streets when the whole purpose of the competition is to keep them from there - the brief of Mr Bernard McGovern, play leadership officer, when he started the competition 24 years ago.

Courses



TRINITY COLLEGE
CARMARTHEN

DIPLOMA IN CURRICULUM DEVELOPMENT IN THE PRIMARY SCHOOL

(Subject to University Validation)

The College offers three separate schemes for obtaining the above Diploma.

- SCHEME A - Two Year, part time course
- SCHEME B - One Term full time course in Curriculum Development plus one year part time study
- SCHEME C - One Year full time course

The successful completion of the Diploma would allow exemption from Section I of the In-Service B.Ed. Part of the course may be pursued in Welsh.

Proposed commencement date - SEPTEMBER 1982
Further details from: The Registrar, Trinity College, Carmarthen, Dyfed, SA31 3EP.
Tel: (0267) 7971/2/3.

BFI SUMMER SCHOOL 1982

WHO DOES TELEVISION think you are?

University of Stirling
July 31st-August 7th

Further details & application forms from:

BFI
Summer School Secretary
81 Dean Street
London W1V 6AA

Leicester Polytechnic

RETRAINING OF TEACHERS DIPLOMA IN COMPUTER EDUCATION

The course is based on the Computer Education Group's guidelines and leads to a CNA award of a Diploma in Professional Studies. It provides an intensive one year study of computing and involves considerable practical work. Applications are invited from qualified teachers with at least three years teaching experience.

Further details and application forms can be obtained from: Academic Registrar, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Telephone Leicester (0533) 351551.

Leicester Polytechnic

UNIVERSITY OF BIRMINGHAM

B. Phil. (Ed.) TEACHING ENGLISH AS A FOREIGN LANGUAGE 1982-83

A one-year full-time post-experience advanced degree course in Applied Linguistics. Open to both graduate and non-graduate certificated teachers of English.
Details from Joan Hill, English Dept. (021-472-1301 ext. 3646)

Fears of nuclear war have led to more interest in peace studies



Giving peace another chance: spiritual literacy or politics?

Even that scourge of the peace studies lobby, Dr Rhodes Boyson, would have approved the agenda at St Veronica's School in South London last week. A representative from the British section of Solidarity had to address the girls at this Roman Catholic secondary on the cataclysmic events of the winter. No left-wing propaganda here. It did not quite work out that way. The sixth-formers, sitting quietly in a cosy circle, showed little sign of an interest in or understanding of Poland's troubled history. Words like free trade unions, economic mismanagement, coup, Gdansk and military council drifted past them unremarked. Even Russia caused a problem. "A very big country," ventured the speaker, sensing the collective lack of comprehension.



Peace studies at St Veronica's began last September in a bid to inculcate what the headmistress, Miss Maureen Mathews, calls "spiritual literacy" among the girls. As yet there is no examination which, according to one girl, downgrades its importance in the eyes of the class. Topics covered include the media, racism, emotive language, third world development, and, of course, nuclear weapons and disarmament. The same girl claimed the lessons had been less than successful. People walked about and did not listen. The nuclear coverage had been boring. "You're either for nuclear war or you're not," she said, adding that "boys and unemployment" were the two things uppermost in their minds. No doubt not every 17-year-old would advance this reaction to the nuclear debate which with the rise of CND over the past three years has triggered a flurry of activity among teachers who are concerned their pupils will have a world to inherit. But the St Veronica's experience does illustrate the pitfalls that await any school that tries to add peace studies to its curriculum. The subject is infernally complicated.

Much the same point is made by Mr George Miller, a research fellow at the Institute for European Defence and Strategic Studies, who is often to be found on public platforms slugging it out with CND supporters. Recently his was in Sevenoaks in Kent addressing 100 pupils aged 15 to 17, on why Britain needed an independent nuclear deterrent.

"My talk was pointless - what was needed was a history lesson on the twentieth century," he says, observing that NATO, the Warsaw Pact, the Second World War and the Cold

War are not the stuff of the traditional school history syllabus. Mr Miller says this ignorance surprised him, but, like his director, Dr Gerald Frost, he is reluctant to grasp the nettle and advocate the comprehensive coverage of these issues in schools - largely because like the education minister he does not trust teachers to present them objectively. Dr Frost and Mr Miller present a striking picture of the kind of teacher they see as interested in peace studies. Now in his thirties, his liberal non-violent attitudes were moulded in the 1960s when leftist thinking was at the height of its intellectual influence and when a better world seemed just around the corner. For such people, the 1970s were a period of deep disillusionment as the major Western democracies moved to the right and East-West tensions grew. The revival of CND, inspired by growing fears of nuclear war, has served as a lifeline for the unhappy radicals of the sixties, they say. Dr Frost goes further, likening the campaign to a "secular faith" in which the power of unorthodox belief overrides the claims of reason.

"CND is supported by people who need a cause. In the Netherlands, for instance, a large number of clergymen have joined up. They have lost confidence in their traditional beliefs. And in this country when you go along to a CND meeting you see dozens of dog collars."

But peace studies are not just a dogfight between the right and far-left extremists seeking to proselytize their cause in the classroom. Mr Colin Reid, headmaster of the independent St Christopher's School in Letchworth and one of Britain's most experienced peace educators, offers a more dispassionate, rigorous approach. He also traces the intellectual revolutions that have shaped the subject's development abroad. Beginning as a purely pacifist rejection of war, after 1945 it re-emerged as a study of conflict and a way of resolving violence as a means of resolving conflict. But by the late 1960s, a new term had been coined - structural violence - and peace researchers swung away from a concentration on war towards a radical analysis directed at sweeping away oppressive institutions and ideologies. But now, with the arms race, war is very much back on the curriculum of the peace researchers, though the broader questions raised in the sixties and seventies have not gone away.

Atlantic College has now revised its syllabus for use by other schools where students take the International Baccalaureate. Here is their thinking on what a peace studies course is about:

"The course is value based... as it encourages peace rather than violence. The intention is not to pacify students or to persuade them to ignore or avoid conflict. Peace studies will inevitably be a large extent a study of the analysis of conflict and the phenomena can students learn from them might be reduced or eliminated. The absence of war and violence (sometimes referred to as 'positive peace') is the first fundamental condition for a step towards the achievement of positive peace. This latter is based on notions of liberty, equality, and justice."

Nick Wood looks at both presentation and acceptance

In 1980, Atlantic College produced what amounts to a manual on peace studies. One section covers one of the most difficult problems facing a school which wants to include peace studies in its curriculum.

Atlantic identifies five methods by which this can be done. All have their pluses and minuses.

- 1. Separate courses which may be optional or compulsory, examined or non-examined. This "high profile" approach had the advantage of offering the widest possibilities for pursuing the subject in depth. But a crowded timetable and lack of resources could make it difficult.
- 2. Peace studies as modules in existing subjects. This overcomes the timetable problem but will peace studies rest easily in traditional subjects?
- 3. Peace studies as part of an interdisciplinary curriculum. Offers the most "global" approach but might be too nebulous.
- 4. Peace studies transmitted through the hidden curriculum and practical projects such as voluntary work. Good for low-ability pupils but unlikely to work in a school with traditional attitudes such as corporal punishment.
- 5. A peace week. Stimulates interest but needs to be followed through. The peace studies literature

How to introduce disarming ways into the curriculum

abounds with examples of peace syllabuses and peace lessons as taught in schools.

The latest issue of *Teaching London Kids* contains a detailed account by Ms Pam Schweitzer, a drama teacher in Lewisham, of five lessons on nuclear disarmament. Its polemical nature can be judged from the script of a Cabinet meeting on the advisability of buying the Trident missile system.

"Pupil 1 (minister of defence): If they think we're well armed, they'll have to bomb our country before we can bomb theirs."

"Pupil 2: We can never be as strong as Russia anyway, so what's the point in spending all that?"

Mrs Thatcher: You must remember that we are members of Nato and part of an alliance with America (much post-pooching from pupils at this) but I agree that an independent deterrent would be preferable. Now for a mere £5,000 million... Pupils: Merel Did you hear that? (etc)

He also offers some guidance on how to introduce a peace studies course in schools. "The trick is to relate the immediate needs of the children to world problems. You have to start from a point at which the child has an interest and concern."



At Atlantic College, where the children were from many different countries, he began with nationality, going on to draw parallels between individual and national differences

and how they can lead to violence. In an inner city comprehensive, with large numbers of black children, personal experience of racism could be used to throw light on the racial conflicts that have brought war to many parts of the world.

A similar fundamentalist approach is also gaining ground in Avon where the Rowntree Trust is funding two teachers to produce teaching material. According to Mrs Chloe Goodchild, disarmament is a symptom, not a cause. Teachers should be tackling the real problem - why violence takes place. Two of their first programmes, on whether man is naturally aggressive and overcoming

Mrs Thatcher: ... We can purchase four new American Trident submarines to replace Polaris and then we can be almost independent in our defence.

Pupil 3: How many have Russia got of these?

Mrs Thatcher: I should think rather more.

Pupil 3: So what's the point of us buying four then? And spending all that money?

Mrs Thatcher: Well, these Tridents are on a special offer to us, and I'm sure you all agree that one should buy things when they're going cheaply."

Ms Schweitzer describes the class's reaction to the lessons.

"Several pupils had had enough of the bomb by this time. Their protest was not against nuclear arms, but against having to think about it any more. They ended what was the point of discussing it and doing drama about it when there was not much they could do about it anyway... There is no doubt that some pupils had been

frightened and had expressed their fear as boredom. Others had doubtless just been plain bored. Most though had had to think about several aspects of the nuclear debate in an immediate simulated context."

The Atlantic College syllabus studies conflict and peace at three levels - individual, social and international. Topics include: concepts of peace and violence, human aggression, conflicts within society, non-violence in theory and practice, the north/south conflict, the super power conflict and international organizations.

The nature of the course can perhaps be judged from the following examining questions:

(a) Summarize briefly in your own words what each of the politicians quoted sees as the solution to the Northern Ireland problem? From where do you think each draws support?

(b) Taking account of these views how do you think peace can be created in Northern Ireland?

Compare the explanations of President Carter with those of Moscow Radio in assessing the significance of the failed rescue mission. What has each omitted to say?"

prejudice, seek to answer such essential questions. And, as Reid points out, the Falklands crisis offers all teachers a unique opportunity to breathe life into lessons on the causes of war.

A final question is how you assess students who have followed a peace studies course and, possibly, taken an examination. Are strict academic criteria enough or should the examiner also measure the "peacefulness" of the candidate?

Mr Reid admits they took the traditional route at Atlantic: "The Devil would have got top marks because universities are not bothered whether they admit devils or not."

In Brief

Gas threat slight

Poisonous gases made by school chemistry experiments are not a serious threat to the safety of pupils or teachers, an investigation commissioned by Her Majesty's Inspectorate has found.

The study, by the Consortium of Local Education Authorities for the Provision of Science Equipment, found that the amount of hazardous gases given out in school chemistry experiments is low. The danger was reduced by the fact that no teacher or pupils spent much time at a fume cupboard.

The study was undertaken to see whether standard cupboards were adequate for sixth form pupils doing advanced work. But it concluded that one properly designed was suitable for all schools.

Fume Cupboards in Schools. Design Note 29. Free from: Publications Dispatch Centre, DES, Government Buildings, Honeypot Lane, Stanmore, Middx.

Festival of music

More than 4,000 young musicians have been invited to take part in the annual National Festival of Music for Youth to be held at London's South Bank, between July 16 and 18.

The young performers have been chosen from over 20,000 hopefuls who appeared at auditions throughout the country. The festival is sponsored by the Association of Music Industries, Commercial Union Assurance, the Rank Organisation, and *The Times Educational Supplement.*

Huge phone bill

The Inner London Education Authority has been advised to cut its telephone bill by 19 per cent - a saving of £20,000 a year.

The authority's telephone review group has reported that secondary schools are spending £5 a head on phone charges.

COMPUTERS IN THE COMMUNITY FROM TANDY (Send for Free Poster)

Training,
All youth schemes including I.T.e.C., YOP, WEEP, NTI, can benefit from the TRS-80 microcomputer range. BASIC skills and awareness to Word Processing and Accounting. Tandy Computer Centres are making a significant contribution to the training of trainers!

Education,
Schools and Colleges now recognise the need for a Network Classroom for whole class use and INSET provision. TRS-80 Network Classrooms from £5,000.

Support,
All (250) Tandy regular stores can obtain additional educational support from the growing number of Tandy Computer Centres (20) with their permanent classrooms, educator and engineering facilities.

Send now for details of free video tape on SPECIAL EDUCATION



Tandy TEAM
THE BIGGEST NAME IN LITTLE COMPUTERS

To: TRS-80 Education Department, Tandy Corporation, Tameway Tower, Bridge Street, Walsall, W81 1LA.

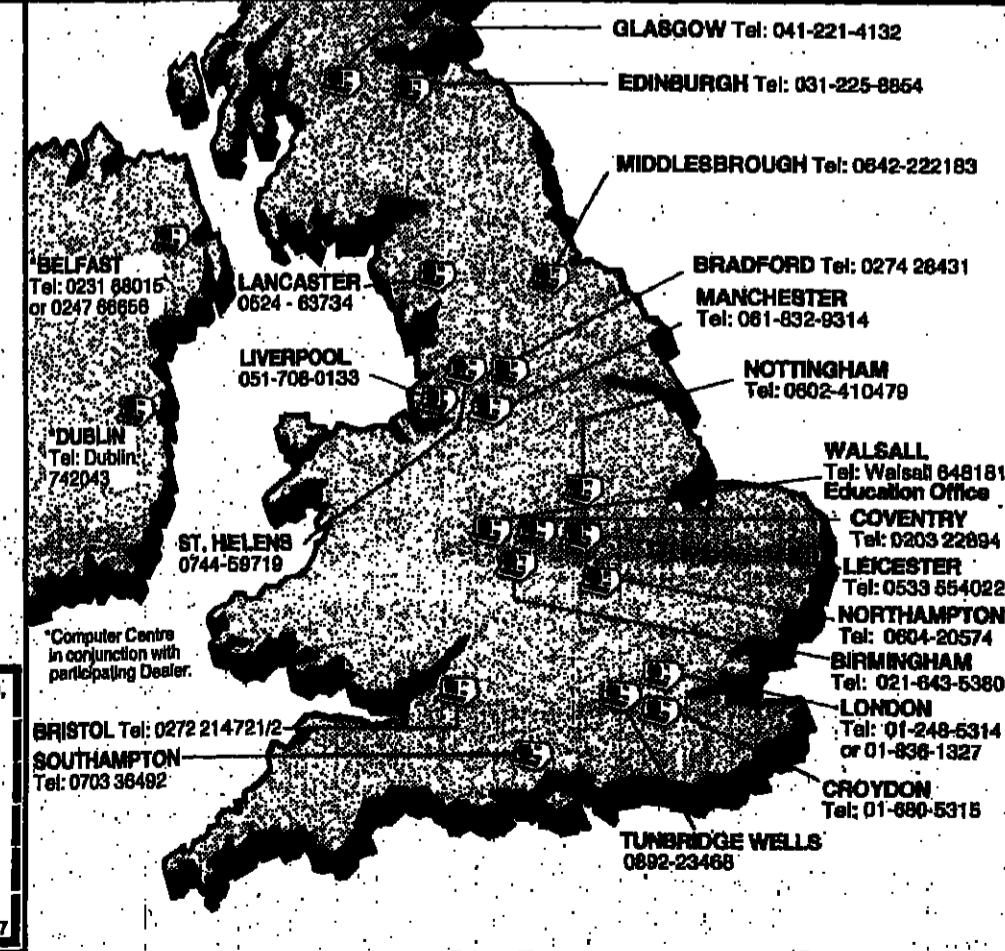
Name: _____

Establishment: _____

Address: _____

Post Code: _____

The Education Department of Tandy Corporation in the United Kingdom
TRS-80 Education Department, Tandy Corporation, Tameway Tower, Bridge Street, Walsall, W81 1LA. Tel: Walsall 648101



Location of Tandy Computer Centres

FREE COURSES (1-2 days) for all teachers in BASIC and Computer Operation

Courses

MORAY HOUSE COLLEGE OF EDUCATION

DIPLOMA IN OUTDOOR EDUCATION

Applications are invited from qualified teachers in the United Kingdom for places on this one-year full-time course commencing October, 1982. Other applicants with exceptional qualifications will be considered.

The syllabus will consist of the following major elements: OUTDOOR PURSUITS; ENVIRONMENTAL SUBJECTS; STUDIES IN MANAGEMENT AND PHILOSOPHY OF OUTDOOR EDUCATION; TEACHING PRACTICE AT OUTDOOR CENTRE; AN EXPEDITION AT THE END OF THE PERIOD OF TRAINING.

Further particulars and forms of application may be obtained from the Admissions Office (OE/F), Moray House College of Education, Holyrood Road, Edinburgh, EH8 8AQ. Potential candidates are requested to submit their applications by 1st June, 1982.

Polytechnics reminded of industries' staffing needs Merchants of doom criticized

by Bidy Passmore

Universities have been warned that they do not have much public sympathy and should not cry too much "gloom and doom".

Mr William Waldegrave, Minister for Higher Education, said: "Exaggerated claims that the Government is destroying the university system will certainly undermine your credibility and may even discourage some of the external industrial and other support which you so vitally need".

He told the Standing Conference of University Information Officers in London last Friday, that universities could attract resentment, especially if they were not in touch with their local communities.

They should be "selling themselves" to their local communities by developing part-time degree courses and short courses and encouraging local businessmen to use their buildings.

Mr Waldegrave said it was vital for institutions to talk to each other and cooperate imaginatively. It was "a little frustrating", he said, to find polytechnics and institutes of higher education cooperating with other institutions in the public sector rather

than the university across the road. Mr Waldegrave was unrepentant about the Government's decision to become more closely involved in broad university policy.

Universities had allowed themselves to become dependent on the taxpayer for all but a tiny proportion of their income while expecting to maintain their near-complete autonomy, he said. But Ministers were responsible for public money and there were questions of accountability.

While the Government would not interfere in the allocation of resources, Ministers should take more responsibility for such broad questions as the balance between arts and science undergraduates.

"I am sure that we must not make it easy for young people to drift into the soft options in universities", he added.

If, at the end of 10-15 years, 5 per cent of universities' income was coming in from outside, Mr Waldegrave said he would count that "pretty successful". He hoped the University Grants Committee's function as a deficit-financing body would gradually be overlaid by something more

positive - the encouragement of self-help schemes.

Government, industry and the higher education system must work together to match the output of qualified personnel with industry's needs. Mr Waldegrave told the broad branch of the Association of Polytechnic Teachers last week. He said the need was particularly pressing in the fields of computing and electronic engineering.

"The computing field will be especially important as industry comes out of the recession and computing techniques begin to be applied more widely", he said. "Recent studies involving some of our largest electronic companies show a shortage of graduates in computing and electronics, and there is a need to set an example to overcome this threat to Britain's future prosperity."

The Minister also said he was concerned that new initiatives should be fostered - in both university and local authority maintained institutions.

"The way is definitely not closed for institutions to work on the development of new computing and electronics courses as well as the expansion of existing courses in established centres of excellence".

Dissatisfaction over lack of union studies

by Richard Garner

Trade union studies should form part of the fifth and sixth form curriculum in schools, according to a motion to be debated at the annual conference of the National Union of Public Employees later this month.

The motion to be debated by the union, which represents local authority manual workers - including school caretakers and school meals staff, calls on the TUC to campaign for the introduction of an acceptable level of trade union education in fifth and sixth forms in secondary schools.

It is one of a number of motions concerned with education to be debated at the conference, which is being held at Scarborough between May 23 and May 25.

The union will also debate a call for outright opposition to any attempt to use private contract workers in educational establishments on the grounds that this will encourage cheap labour and loss of jobs.

On school meals in particular, the conference will be urged to press the Government to use part of the family allowance allocation to subsidize the school meals service to allow all children to receive a free meal and create more jobs in the service.

According to the union's annual report, the school meals service represents "by far the most vulnerable section of the union's membership" and adds: "The Government's decision to ask local authorities to place in jeopardy the continued existence of the service".

Delegates to the conference will also be told that union members are being replaced by youngsters on the Youth Opportunities Programme and Community Service Volunteers who are "in some cases exploited as cheap labour".

Motions also call on the union to continue its campaign to recruit youngsters on YOP schemes into the union and urges that they should receive minimum agreed trade union rates of pay for their work.

On the question of pay, the union will consider a call for school caretakers to have to pay only a nominal rent for their homes if they live on the school site. It has also been proposed that school workers in deprived areas should receive the special allowance that is paid to teachers.

Authority offers to distribute profits of school tuck shops

by Sarah Bayliss

A profit sharing scheme between school tuck shops and the meals service is being proposed in East Sussex. The aim is to satisfy heads who want to raise money for school funds while protecting the meals service from unfair competition.

The scheme could become part of a code of practice being drawn up in East Sussex after complaints from trade unions that tuck shops were enticing custom away from school dining halls.

Tuck shops carried none of the overheads borne by the meals service, they argued.

Mr Michael Garrett, the county's catering officer, described balancing the various interests as a "delicate" operation. Heads were keen for tuck shops to make money for school funds, but also anxious that the meals service should not suffer. "We've got to look at a profit sharing scheme in which everybody benefits," he said.



School meals: heads keen to share profits.

East Sussex will propose this month that its meals service takes over responsibility for buying school tuck shop supplies in bulk. The shops would retain some of the profits made

School to work DES wins battle over study curbs

The Department of Education has won its fight for the removal of crippling new restrictions on the right of the unemployed to study. They will again be allowed to spend a full 21 hours-a-week in schools or colleges while drawing benefit.

During the past few years thousands of jobless youngsters have returned to education - some to take GCE or vocational qualifications - under the arrangement, which the Department of Health and Social Security permits on condition that the students will drop their course if a job comes up.

Some education authorities, often with Manpower Services Commission backing, have organized special classes and courses in schools and colleges, while elsewhere the unemployed youngsters have sat alongside ordinary students.

But some local social security offices, keen to protect the taxpayer against the danger of ordinary full time students registering as unemployed, have always tried to restrict the courses.

Two months ago, a senior figure at the DHSS made the most serious of these restrictions official.

The Department's chief supplementary benefit officer ruled that the 21 hours must include lunch breaks and any study at home. The aim was to prevent colleges, many of which had evolved special four-day-a-week timetables, from continuing to offer the equivalent of full time courses to the jobless.

The decision had been taken in response to nagging from the officials at the Treasury, who have all along been dogged by fears that they could end up paying all pupils maintenance grants disguised as supplementary benefits. The DES was not con-

sulted, nor warned of the impending changes.

But it was a DES junior minister, Mr William Shelton, who first referred publicly to the new restriction, in a surprise intervention in a Commons debate.

Many MPs think he was deliberately seeking to alert them and the education service, and that was certainly its effect.

Backbenchers from both sides began lobbying the DHSS ministers - among the MPs Mr Edward Heath and Dr Keith Hampson, a former Tory shadow minister.

And behind the scenes, Dr Rhodes Boyson, education junior minister, and his officials told their social security colleagues that they must repudiate the chief supplementary benefit officer's decision.

This week Mr Tony Newton, Social Security Under Secretary, announced that the regulations would be amended to allow 21 hours' classroom time.

At the same time, the new regulation will lay down that people must be unemployed for three months before becoming eligible to study; hitherto, while the under-21s have had no qualifying period, the older unemployed have had to wait a whole year.

Mr Newton said that the Government was pleased "to be able to move so quickly to respond to the concern generated by the CSBO's guidance" and said that its new regulation would "reflect more accurately the situation for everyone."

It is not proposed, however, to lay down any definition of the kind of courses that are eligible - the other main cause of dispute between colleges and local DHSS offices.

YOP project takes off (next year)

Youngsters this week began a 12-month project under the Youth Opportunities Programme to build a light aircraft.

The project is the idea of George Taylor of Sunderland Council for Voluntary Service. Along with supervisors Les Richardson, a former RAF bomber command pilot, and Dick Corker, who has been flying aeroplanes for 43 years, he will be responsible for the scheme and the training.

Twenty unemployed 16- and 17-year-old school leavers will learn a wide range of skills associated with wood and metalworking, engineering and aviation, through the project.

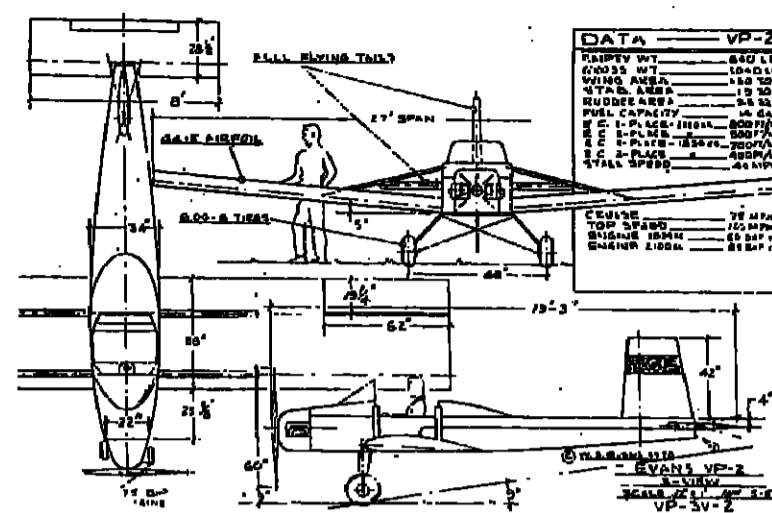
The training programme starts with basic induction, including health and safety, and a description of the aims of the project, at the Sunderland CVS workshops at Herrington Burn.

The youngsters will also gain experience of working with aircraft timbers, plywood, fabrics, glues, drawing and calculating.

They will attend classes in engineering, electrical and sheet metal and welding, and complete the project at Sunderland Airport where they will assemble the parts they have made into an Evans VP2 aeroplane.

The youngsters will then go on to learn something of navigation and weather forecasting.

During the project they will visit other airports and engineering firms, including a light aircraft manufacturing company. Also they will have day-release facilities for life and social skills training which will include practical guidance on money matters, the law, applying for a job and interview techniques.



On the drawing board: the plane's plans



The YOP project aims to build a plane, similar to the one above at Sunderland. The Manpower Services Commission has allocated £54,226 for the project.

The best teachers never stop learning

Courses and Study Packs to further your career development

Over the past decade, the Open University has built up a wide range of courses specifically designed for practising teachers. The development this year of new study packs, taking our response to the profession's in-service needs a step further.

All of these courses and packs have been produced to help teachers improve their professional skills, thereby increasing their work satisfaction and enhancing career development. Some of the courses are particularly focused on the classroom or school while others explore the more general and theoretical aspects of education.

The study packs are equivalent to about a single term's work, and the courses last just under a calendar year. Many of the courses can be counted towards an OU degree.

The Courses The subject areas covered include Curriculum Studies; Maths Education; Educational Management and Administration; and Reading and Language Studies. There is also a Diploma in Reading Development and a number of specialist courses including one on Ethnic Minorities and Community Relations and one on Special Needs in Education.

The Study Packs These include Education for Family Life; Children, Language and Literature; Maths in Schools; Calculators in the Primary School; Curriculum in Action; In-classroom evaluation packs; and Purposeful Learning, reading and language.

There's sure to be a pack or course relevant to your needs. For a free guide to the Associate Student Programme with details of the courses and packs ring (01) 200 0200 today or send the coupon below to: A.S.C.O., The Open University, PO Box 76, Milton Keynes, MK7 6AN.

Please send me your free Guide to the Associate Student Programme. Please use block capitals.

Name: _____

Address: _____

Postcode: _____

SELF-STUDY PACKS & COURSES

From the Open University

SKIING FOR SCHOOLS

TOP OF THE FORM FOR THE SECOND YEAR.

We're pleased to announce that for the second year running we can take the problems out of school skiing trips.

Because Thomson have launched their second "Skiing For Schools" programme specifically designed for school parties.

As one of the largest ski operators with years of experience in wintersports we offer twelve carefully chosen destinations, including seven new resorts, Austria, Italy, Spain and France.

Flights are from Gatwick, Luton and Manchester and we can arrange departures from other airports at reasonable prices.

Once there, hotels are up to the most exacting Thomson standards, and our fully trained reps will be on hand to make sure everything goes smoothly.

Most of all, however, you'll know you can trust our high standard of care and attention to detail. When you have 40 or more children relying on you, you'll find that reassuring.

Details, including our competitive prices are in our new brochure. So don't make any arrangements until you've seen what "Skiing For Schools" has to offer. But if you have an urgent enquiry, ring **Freefone 2537**.

We look forward to showing you what makes "Skiing For Schools" top of the form.



Shift system call for 1m students to ease campus overcrowding

BONN: A group of Social Democrats has put forward a plan to reduce the chronic overcrowding at West German universities. They have suggested a shift system for the over 1 million students.

The "birth bulge" of the 1960s and the government's earlier commitment to expanding higher education are blamed for the rapid growth in student numbers. The German custom of taking between six and 10 years to complete a first degree course exacerbates the overcrowding problem.

Meanwhile, the government has slashed university financing. Although student numbers rose by 6.7 per cent in 1980 alone, government funding of higher education fell by 10 per cent in real terms during the same period.

Under the present system, there are two long terms interrupted by frequent holidays and, on average, university buildings are used for only a third of the year.

At the beginning of term, students have to start queuing at 6 a.m. to register for the limited number of places on a popular seminar course. Conditions are likely to deteriorate still further as the "student mountain" reaches a peak of 1,329,000 in 1989 - a 40 per cent rise over today's numbers.

Australia/Bill Purvis Advisory body in budget row

SYDNEY: A major row has developed over the Australian Schools Commission's recommendation that private schools should receive a larger share of the education budget next year.

Turkey seeks eight-year free schooling Weak economy threat to primary extension plan

The Turkish government has launched an ambitious programme to extend free primary schooling from five years to eight.

The three-year scheme, which involves six million children and 200,000 teachers, has been described by a UNICEF representative as "the biggest project of its kind in the world."



Pupil-teacher ratios in Greenland are among the lowest in the world.

COPENHAGEN: An acute shortage of native school teachers continues to impede teaching of the eskimo language in Greenland.

Christopher Follett explains how Greenland schools are trying to preserve the Eskimo culture

Protecting an endangered species of seal hunters

But there are signs of a solution to the language problem, possibly by the mid-1990s, by which time it is estimated that the island's entire teaching staff could be Greenlandic.

The Open School Foundation has reported that the project cost 12 million guilders (£2.7m) annually, including 3,000 guilders (£625) a year for each student.

Men frequently had more demanding jobs and had more further education opportunity near their work, hence the low rate of male participants. The most difficult group to reach were the young 17 to 23 year old workers who were frequently "too busy".

The Netherlands/Lynn George

Open school project benefits wives

AMSTERDAM: Housewives over 30 who had little schooling have benefited most from a recent trial project for Holland's first open school.

The four-year project was aimed at disadvantaged adults - the 25 per cent whose official schooling rarely went beyond primary level. The purpose of the open school is to make these adults more articulate and aware of their own situation and of wider social issues.

Kenya/Irungi Ndirangu

Maths programme attacked

NAIROBI: Kenya was the victim of a 13-year-old international educational experiment of "dubious utility", the Kenyan National Council for Science and Technology has reported to the government.

The council was commenting on the now banned New Mathematics Programme. It said, "Contrary to what was envisaged, the introduction of new mathematics and science teaching methods in primary and secondary schools have not enabled children to cope better with problems of every day life than was the case before."

Italy/John Phillips

Sixth-form college opens its doors to the world

ROME: Another "world college" for sixth-formers, similar to Atlantic College in Wales, is to open in Italy this September.

Reagan tries to reinstate prayer

WASHINGTON: President Reagan intends to introduce an amendment to the United States Constitution which would enable public schools to organize voluntary prayers, a practice ruled unconstitutional by the Supreme Court in 1962.

At a meeting at the White House last week the President told more than 100 religious and political leaders that in the name of religious tolerance the Supreme Court ruling had effectively removed prayer from the nation's classrooms.



President Reagan and his wife, Nancy, bow their heads in prayer during the White House ceremony that marked the start of the latest campaign to reintroduce school prayers.

Religious organizations do not all support the reintroduction of organized prayer, however. The Southern Baptist Convention, the nation's largest Protestant organization, is strongly opposed. Its leader, the Rev James Dunn, claimed last week that President Reagan was "playing petty politics with prayer."

China/Jane Marshall

Teachers chastised for increasing the price of failure

PEKING: Teachers who resort to financial sanction and incentive to discipline unruly or backward students and to encourage those who do well have aroused criticism in the Chinese press.

Apparently with the aim of producing well-behaved classes and good results, some teachers have imposed fines on pupils who do badly in their exams and paid the money as rewards to those who came top.

One of his students came to him complaining he had been fined for being late. The boy was unable to pay, and said the teacher "concerned" had mocked him.

Commenting on similar cases in another part of the country, the English-language China Daily condemns the practice.

Some students from developing countries are expected to be refugees nominated by the United Nations. The International Baccalaureate will in theory equip students with adequate qualifications for entry to university in the world.

By contrast with British A level students, sixth-formers at the World College will study at least six subjects in depth including their native language and literature, a foreign language, mathematics, natural science, "humanistic studies", and either art or music.

US children study longer

The United States and Japan have, among the Western countries, the highest proportion of their 15 to 19 year olds in full-time education, according to new figures from the Organization for Economic Cooperation and Development.

Set exercises

SYDNEY: A daily exercise programme is to be introduced into Australian primary, and possibly secondary, schools in an attempt to combat heart disease.

Rebel pupils threatened

Polish security police have ordered schoolchildren to attend school socially, as a condition for matriculation.

Malaysia/D B Udalgama

Launch of television project

COLOMBO: The Ministry of Education and the Ministry of State have launched a joint schools' television scheme. During the first phase of the scheme participants will be confined to GCE A level science and secondary English.

E.J. ARNOLD

BUSINESS ENGLISH

ENGLISH FOR NEGOTIATING
by James Brims

English for Negotiating consists of two books designed to be used together for pair and group work. It is suitable for use with students at intermediate level and above and will be particularly relevant to students working in business and administration.

The books contain seven units each on a different theme. In each unit information is introduced systematically, allowing the users to master required vocabulary, specific forms and their functional use in preparation for information exchange and negotiating sessions.

BOOK A 0 560 04169 1 £1.80
BOOK B 0 560 04179 9 £1.80
Each 64 pages

BUSINESS CONTACTS
by N. Brier, J. Comfort, S. Hughes and C. West

A book and cassette for developing listening and speaking skills for the student of Business English. Business Contacts is designed to give practice in communication skills for the student who has a professional need for English in commercial or industrial fields. The material is aimed at adult learners of lower-intermediate level and above who wish to revise their language or re-apply it in a business context. It is suitable for classwork, homework or self-study.

0 560 01037 0 Student's Book £3.25
0 560 01038 9 Cassette £5.50+VAT

SIMULATIONS

CAMDEN LEVEL CROSSING
A simulation for practice in speaking English
by James Brims

1st prize winner in the English Speaking Union annual competition designed to stimulate new ideas in the learning and teaching of English.

What is the truth behind Local Government plans to replace the town's manual level crossings with a new automatic system? Community leaders, experts, businessmen and journalists speak.

CHALLENGING THE READER

THINK IT OUT
by Libby Selman

This book will challenge and develop the comprehension skills of students at intermediate level and above. It encourages reading for content and meaning by asking the student to complete various interesting and stretching tasks and problems.

For use in class by students working alone or together, for launching a discussion or for supplementary reading and writing practice.

0 560 01039 X £3.60

Teachers considering books for possible class adoption are invited to ask for inspection copies by returning the coupon to:

ELT Inspection Copy Dept.,
E.J. Arnold & Son Ltd., Lockwood Distribution Centre,
Parkside Lane, LEEDS LS11 5TD.

Please send me an inspection copy of

LO 1037 0	Business Contacts Students Book	<input type="checkbox"/>
LO 4169 1	English for Negotiating A	<input type="checkbox"/>
LO 4179 9	English for Negotiating B	<input type="checkbox"/>
TZ 00000 7	Camden Level Crossing sample	<input type="checkbox"/>
LO 1039 X	Think It Out	<input type="checkbox"/>
AP 00300 4	ELT Catalogue 1982	<input type="checkbox"/>

Name _____
Position _____
School _____
Address _____

TES 14-5
E.J. Arnold PUBLISHING

Is all knowledge sex-biased?

Catherine Jones on women's studies

Work, Women and the Labour Market. Edited by Jackie West. Routledge and Kegan Paul £4.95, 0 7100 0970 4. Women on the Line. By Ruth Cavenish. Routledge and Kegan Paul £5.95, 0 7100 0987 9.

After all this, it comes as little surprise to find that the Understanding Employer only ever strikes bargains with women workers over hours when it suits him financially.

The message conveyed by Women on the Line is no less predictable and depressing, even though this is a very different sort of book.

Much more ambitious and much more open to question is Dale Spender's theoretical onslaught, Invisible Women. "Knowledge", she declares, is an artefact.

Our system of knowledge - and hence our system of education - is man-made and reflects, therefore, an exclusively male view of what counts in our past and in our present.

The intentions here may be laudable enough, but the evidence underpinning both the diagnosis and the recommendations seems suspect to say the least.

Clearly the odds are stacked against women having careers in paid employment - or even wanting to have such careers necessarily.

Analysis required

Sex and Subterfuge: women writers to 1850. By Eva Figes. Macmillan £12.00, 0 333 29208 1. £4.95. 29210 3.

In Sex and Subterfuge, Eva Figes set out to prove that a "female tradition" was responsible for "defining and refining" the classical English novel.

"Of the individual writers Figes treats, Jane Austen benefits most from comparison with other women writers, partly because she deliberately exploited "conventions".

Confronted with Jane Eyre, Figes suddenly discovers suppressed sexuality and gets carried away with half-baked Freudianisms.

Lynne Truss

The testing industry

Assessment in Schools. By David Satterly. Volume 1 in the Theory and Practice in Education series. General Editor Dennis Child. Blackwell £13.50 and £4.95.

Testing pupils' performance in schools is a huge industry. Teachers or students may, nevertheless, want to make a modest start at measuring what their pupils have learnt or at spotting children in difficulties.

Sensitive to the risks of injudicious testing, the author prefaces all by examining familiar and important arguments against assessment (as political, trivializing, or harmful to children and curricula).

Among this week's contributors

- Roy Harris is Professor of General Linguistics at the University of Oxford. Catherine Jones is lecturer in social policy at the University of Birmingham. Peter Vansittart's latest book is Votes From the Great War (Cape). Jan Nixon is a lecturer in drama at Middlesex Polytechnic.

arts Touched by trolls

Peer Gynt. Old Vic Youth Theatre. The Roundhouse.

There are ways and ways of treating a reviewer. Free drinks seldom go amiss, free programmes never - hectoring letters complaining of present indifference and past neglect, however, are something new and cannot go unanswered.

The Trolls, nothing made the slightest difference to his vocal tone. These problems apart, director Valerie Colgan's ambitious production worked (the clever revolving set would have won praise anywhere).

The respectful, rapt attention with which Ohello was received by a predominantly young audience at The Roundhouse said more for the youngsters' patience, I thought, than the production itself.

Hugh David

Aditi

"The most exciting exhibition of the Festival of India" was previewed last week in the plush purities of the Barbican Centre.

The large space of the Barbican Art Gallery is to be divided into sections representing a triumphal progress through life. "Fertility," "courtship" and "marriage" will be lavishly illustrated with costumes, wedding gifts and invitations, live displays of ritual house decoration and the painting of hands and feet.

The final section, on "initiation into learning," "moving out into the world" and "learning to be and do" should be most directly interesting to teachers, concentrating as they do on the learning of writing, toys made out of waste products, and all kinds of learning aids found in the least technologically sophisticated environments.

Daphne Jones

Dance Summer steps

Dance of all kinds throughout the summer justifies the claim of dance people that their art, at least, has no part in the recession. Dance in education is stimulated partly by a welcome lead from the Arts Council and the D.E.S. partly by the growing interest of dance companies in the educational market, and partly by the response of educational and other bodies to the dance opportunities now on offer.

Other dance workshops and conferences during the summer include a series of movement improvisation workshops organized by SHAPE for professional dancers and mentally handicapped people, every Monday until July 26 (except Bank Holidays) at the Pineapple Dance Centre, Langley Street, London WC2.

Quite a rich stew for the nervous teacher, but to make the whole more digestible, a preparatory audio-visual kit and teachers' notes are planned. Special rates and opening times are planned that given sufficient advance warning, guides can be arranged.

Peter Brinson



Showing a leg

A Body of Work. Langdon Park School, Byron Street, London E14.

To be able to commission even one sculpture is probably beyond the wildest dreams of most state schools, but to choose an artist who comes up with not just one but ten pieces, is surely contrary to all the laws of probability.

Michael Clark

Romany music

Stantonbury Campus Youth Theatre, Milton Keynes, presented its tenth production this month - Kitay, a musical based on Rumer Godden's novel The Diddlers. Director Mark Wheeler asked the author's permission - generously granted - and former student teacher Richard Kitchen accepted the book; Mark wrote the music (he has been composing since he was 13) and sports journalist Nick Mason added the lyrics.

However, 14-year-old Paul Moylan did his best with the part of the crusty Admiral. From their first production - Zigzag Zagger - in 1979 the Youth Theatre choruses have been noted for their vitality, helped along by sharp production.

Daphne Jones

Second city firsts

In its second year, a now much expanded Midlands New Writers Festival is again giving local playwrights a new opportunity, backed by first-rate professional support and debate.

Three new local writers are being given a chance, their scripts having been chosen from more than 150 entered this year (about 70 last year): plays by Jo Lariassy, Ivan Jones and Mark Bowman, will be performed by three local amateur companies including the Birmingham Youth Theatre, which has just won the prize for the best ensemble acting at the National Student Drama Festival.

One company will make an ironically sad appearance, for CVI has been one of the few to have committed itself entirely to new scripts, a brave venture that has been rewarded by the loss of its Arts Council support. I've very much enjoyed its work, but Anthony Minghella's Little Like Drowning at this festival

D J Hart

books

From mouth to mouth

Refuge from Fear. By P J Campbell. Hamish Hamilton. £7.95. 0 241 10736 9.

Refuge from Fear is P J Campbell's third book. The other two tell the story of his experiences in action on the Western Front in 1917 and 18. Refuge from Fear spans the 50 years since, but Campbell sees his life as shaped by the comradeship grown from shared danger and hardship in those years. He became a prep school master. He had not intended to teach - schoolmastering must be a dull life, he thought, but necessity drove and he discovered his vocation. It was not a dull life, and his book is not an ordinary one.

All three books were written long after most of the events described, as if from some high point - how right Brecht was about alienation - so Campbell can perceive what things in his experience have shaped his life. Strongest was the comradeship he learnt in the army. "I had felt the brotherhood of man," he says, "and did not now wish to return to a class-conscious society in which my soldier friends did not enjoy the same privileges as myself." He did, of course, return to a class-conscious society, but his sense of the brotherhood of man remained, transmuted into his views of what classrooms should be like: the superscription of his book - and the title - is from Roger Ascham. "The schoolroom is often a place of torment; it should be a place of refuge from fear." His story is a

quiet one, modestly told. Walter Benjamin observes that "experience which is passed from mouth to mouth is the source from which all story tellers have drawn, and among those who have written down tales it is the great ones whose version differs least from the speech of the many nameless story-tellers". Campbell's story has the simplicity and directness of speech at its best. But he has a lyric quality too. About his love affair with Camilla he wrote, "May had been a birthday month as well as a month of flowers, and I presented her with an illustrated copy of The Canterbury Tales. Looking at the book myself I saw they were all tales of love. The wild roses in the hedges came and went..." And, distilled by time, his life unravels as we read.

As for writing, perhaps his pupils - willing listeners - showed him the way. He says, "Occasionally, instead of reading, I told them a story but my power of invention was not good. Then at dinner one day a boy said to me, 'What did you do in the war, Sir?' 'I don't know where to begin' I replied after a pause. 'Begin on the first day and go on to the last' he said. Only the three or four sitting near me could hear what I was saying, but positions were changed every week and I had to tell my stories again and again. I enjoyed telling them about my friends and my fears and escapes. I did not dwell on the horrors more than I had to, but I did not leave them out."

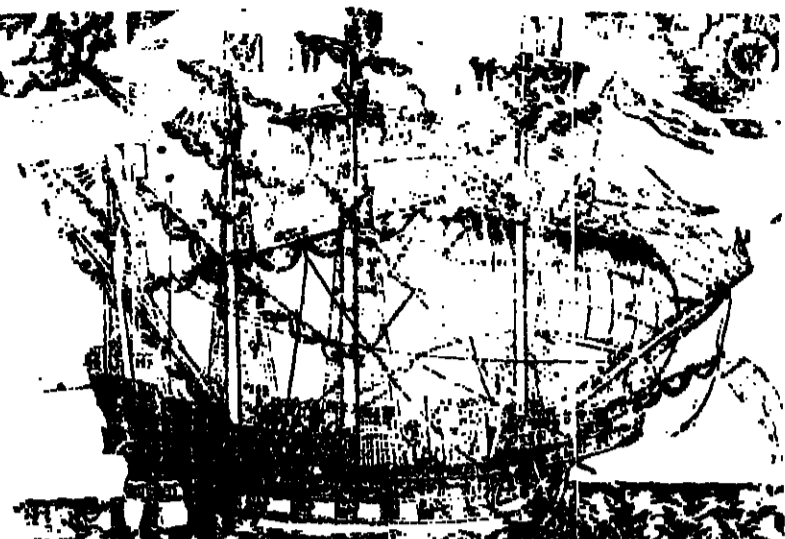
Nancy Martin

The Bron Wordbuilder. A unique, easy-to-use and effective reading aid to help solve your children's reading and spelling problems.

- Constructs over 1500 words. Suitable for beginners and older learners with reading problems. Ideal for individual learning in schools or in the home. Successful with a variety of learners. Enjoyable and stimulating. Systematic and thorough. Inexpensive. Strong, sturdy and durable. Completes with guide and diagnostic test.

Form with fields for Name and Address, and a coupon for a free information leaflet.

RICHARD LEAKEY HUMAN ORIGINS. At last, a clear and easily understood account of man's evolution, especially written for young people. Includes a list of names and a small illustration.



"As it is now thirty-nine days since the Armada sailed, I am extremely anxious that I have no news of it..."

An ill-advised voyage

Frank Eggleston on the Armada. The Voyage of the Armada. By David Howarth. Collins £8.95. 0 00 211575 1.

Now that David Howarth has uncovered and documented so much dormant history by his research of the records, letters and diaries of the principal Spanish participants in the ill-fated expedition to free the people of England from their heretic queen, the problem is posed of just how great that legendary victory of 1588 was over an enemy sent to fight a cause he could never hope to win, by a monarch who was relying principally on divine help to succeed.

Doses of desert islands

Topic Teaching in the Primary School. By Stella Gunning, Dennis Gunning and Jack Wilson. Croom Helm. £10.95. 7099 0437 1. £5.50. 1118 1.

Strategies

Teaching in a Multicultural Society: The Task for Teacher Education. Edited by Maurice Craft. The Falmer Press £5.25. 0 905273 28 1

Collections of papers at seminars and conferences can be terribly dull, and it would be surprising if a CRE seminar were to escape that danger entirely. More to the point, is there anything that remains to be said on the subject of multi-cultural education? Are not the problems of multicultural education those of implementation rather than theory?

There are grounds for such questions, but further questions need to be asked: what exactly are the theories or policies on which we are all supposed to be agreed? Is it really true that none of this has been translated into action? Why? Are these patterns of implementation, different by geographical region, by individual schools and L.E.A.s, and at different levels of teacher training and employment? And if a little has been implemented, will an examination of the what and the why reveal how we may best act so as to see increased implementation?

These are some of the questions taken up by Teaching in a Multicultural Society, which concludes that there is "as yet no formulated analysis of the curriculum needs of a multicultural society and the implications for teacher education". The volume explores the debate between those who desire a relevant compulsory core in teacher education, those who prefer the provision of a suitable option, and those who believe that the only solution is the permeation of the whole curriculum by multicultural perspectives.

The failure in implementation is usually blamed on the DES, an armchair academic, and on others in positions of leadership. While individual examples of good practice at each level were cited at the conference, the papers demonstrate the overall failure of the system: "clarity of purpose, rational planning and imaginative implementation have been conspicuously absent".

What is involved in all this is both substantial and diverse - specific skills which may not have been acquired by immigrant children, changing the curriculum, the training needed (perhaps with the help of social psychologists and anthropologists) to help people to face their subconscious prejudices, and the greater help necessary to overcome those prejudices.

He formed a generation

Edward Garnett. A Life in Literature. By George Jefferson. Jonathan Cape £12.50.

Russian and introduced the Russian masters to this country, and father of the Bloomsbury, David 'Bunny' Garnett, if only because of these connections, Edward would have been an interesting man even if he had not been so influential in literary life at one of its most vigorous - though now largely under-rated - periods.

He formed a generation

Edward Garnett. A Life in Literature. By George Jefferson. Jonathan Cape £12.50.

Double process of discovery

Christopher Bigsby welcomes the Penguin American Library

Struggles and Triumphs. By P T Barnum. Penguin £2.50. 0 14 039004 9. Letters from an American Farmer and Sketches of 18th-Century America. By J. Hector St John De Crèvecoeur. Penguin £2.50. 0 14 039006 5. Two Years Before the Mast. By Richard Henry Dana, Jr. Penguin £2.95. 0 14 039008 1. The American. By Henry James. Penguin £1.75. 0 14 039009 X. Roughing It. By Mark Twain. Penguin £2.95. 0 14 039010 3.

Today, an accountant's flat can consign a writer to oblivion, thereby performing a peremptory and effective editing of literary history. Books are increasingly spoken of in terms of "shelf life" and "sell-by dates", as though they were so many pots of yoghurt or reconstituted soy beans. It is frequently a struggle to buy, and hence to read or teach, classic texts so that the publisher rather than the university now defines the syllabus.

The first set of books, varied as they are and including the somewhat unexpected and imaginative choice of P T Barnum's Struggles and Triumphs, consists, for the most part, of carefully selected and constructed editions, together with lucid and helpful introductions. And though the accident of publication leads to the release together of a somewhat arbitrary cluster of books there is a sense in which they can be seen as offering a surprisingly coherent glimpse into American cultural values and the ambiguous nature of the American writer's relationship to his materials.

Very different, as they are, Letters from an American Farmer, Two Years Before the Mast, Struggles and Triumphs and Roughing It not merely tell the story of initiation and mastery, but advance the idea that

In search of hidden meaning

Quest in Modern American Poetry. By Peter Revell. Victor/Barnes and Noble £13.95.

Once again, a splendidly alluring title sent on an unavailing quest to fulfill its promise. But the book has some very spirited moments. It is, for example, alert to the distinction between a quest and a search. But it is not always critically keen enough to distinguish a quest from just another boring old ongoing situation.

Television

Television is the twentieth-century medium. Why then do we disown it by disavowing or inventing subtle, innocuous disguises? Peter Conrad believes that our unease stems from the way the medium works; it absorbs the message it transmits, it invents a reality of its own and ends by luring the world into the confines of its box.

is there in the low skulduggery of Barnum. Twain's book touches on the getting and losing of fortunes; James is fascinated by the destabilizing power of money. Crèvecoeur, Dana, Barnum and Twain all found themselves near or actual bankrupts, while the question asked of Crèvecoeur's Andrew, the Hebridean - "Well, Andrew, what step do you intend to take in order to get no longer by the scour and industry which Crèvecoeur had attempted so earnestly to mythicize but by Barnum's celebrated lecture on 'The Art of Money getting', and the no less single-minded activities of Twain's western miners and speculators.

And yet, revelation is not really the point, for there is a contrary impulse, every bit as strong, which is the sustaining of myth. Even in another is more subtly pulled across. Demystification also has its own mystifications. And these texts are rethought by a fictionalizing impulse which not only claimed to be inventing the new world which it described, but also to be creating a new literature.

Taken together, these books offer a double process of discovery. The self comes to stand for society. The move from naïveté to knowledge becomes a national no less than a personal experience. Journeys across the sea or into the interior of America combine self-invention with national enquiry. In what are, in effect, four different kinds of autobiography we are introduced to a moralized geography and a sensibility earning its rights to make judgments. And the books are offered both as analyses and models of the American experience. Henry James's novel does no less, its title containing its own problematic.

But beneath this trysting with ambiguity, this double commitment to fact and symbol, self and society, was a bedrock concern with the process of funding a myth. Thoreau was by no means the only American writer to know how many beans make five. Thus there is a level on which one concern of all these books and all these writers is cash. It is there in the high moralism of Crèvecoeur; it

It dominates our lives

Television is the twentieth-century medium. Why then do we disown it by disavowing or inventing subtle, innocuous disguises? Peter Conrad believes that our unease stems from the way the medium works; it absorbs the message it transmits, it invents a reality of its own and ends by luring the world into the confines of its box.

Television

Television is the twentieth-century medium. Why then do we disown it by disavowing or inventing subtle, innocuous disguises? Peter Conrad believes that our unease stems from the way the medium works; it absorbs the message it transmits, it invents a reality of its own and ends by luring the world into the confines of its box.

Children's literature

Hard times

By the Waters of Liverpool. By Helen Forrester. The Bodley Head £6.95. 0 370 30909 X.

With By the Waters of Liverpool, Helen Forrester completes the three-volume account of her Liverpool childhood in the thirties. Though there were many cases of real hardship during those Depression years, few can have reached the depths of hunger and degradation experienced by the Forrester family.

For her first 12 years, Helen Forrester was the pampered eldest daughter of a well-to-do middle-class family, surrounded by servants in a luxurious home and being educated at the best schools. Her parents were careless squanderers of their fortune and when, at last, the creditors became over-pressing, rather than face bankruptcy, Mr Forrester fled, taking his sick wife and seven children (the youngest of whom was only a few weeks old) to find anonymity and, he naively hoped, work in the American West.

small measure of independence. At 17, she has fought and won two bitter battles with her parents, the first for the right to educate herself at evening classes, the second for the right to go out to work. With years she has gained a little wisdom, and has learned to protect herself to some extent from the greedy demands of her selfish mother and "borrowing" sisters. By now, the family should have been relatively prosperous, at least compared with their neighbours, yet her parents are still as financially irresponsible as ever, wasting money on three-piece suits they can never complete payment on, while their children lack blankets, let alone proper beds.

To appreciate the full force of Helen Forrester's story one really needs to have read all three books (the first two volumes Twopenny to Cross the Mersey and Liverpool Miss, are available in Fontana Paperbacks), for there are many back-references which have added meaning if seen in context. Perhaps the most remarkable feature of the books is their author's total lack of bitterness, and the quiet humour which she can bring to the most harrowing events. She leaves anger to her readers and, wonder that a child, treated as she was, could still remain loving towards her parents, always seeking the affection they so willfully withheld and blaming herself for their rejection. It is clear from the last chapter which sums up her subsequent life, that she has, amazingly, achieved a quite normal relationship with them in later years, emerging from her experience not unchanged, but apparently un-

Valerie Alderson

Advertisement for RKP (Routledge & Kegan Paul) books, including titles like 'Television' by Peter Conrad and 'The Dictionary of Anagrams' by Samuel C. Hunter.

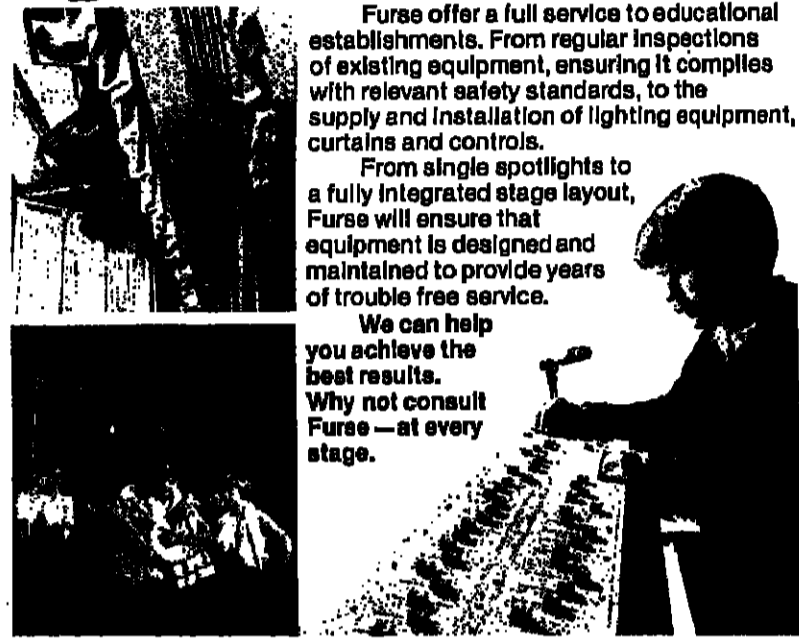
Furse for every stage. Equipment, lighting and controls.



Furse offer a full service to educational establishments. From regular inspections of existing equipment, ensuring it complies with relevant safety standards, to the supply and installation of lighting equipment, curtains and controls.

From single spotlights to a fully integrated stage layout, Furse will ensure that equipment is designed and maintained to provide years of trouble free service.

We can help you achieve the best results. Why not consult Furse—at every stage.



Furse Theatre Division

Please send me full details of the range.
 I have an urgent requirement, please contact me.

Name _____
 Position _____
 Company _____
 Address _____

Tel No _____

W. FURSE & CO. LTD, Theatre Division, Traffic Street, NOTTINGHAM N2 1NF. Tel: 0302 982121

ARE YOU TUNED TO THE NEW LIGHT PROGRAMME?



The entertainment world's most advanced series of spotlights has now arrived. Shown here in our new Praluda F, one of five models in the 800W/880W range. Together with the new compact 800W Minimax Fresnel spot, our new light programme offers unequalled performance, strength and safety. And every luminaire is supplied complete with lamp and cable 'ready to go'!

To find out more, complete the coupon and send it to Bill Crisp, Rank Strand, FREEMANSLEY PO Box 81, Great West Road, Brentford, Middlesex TW9 8BR. or phone 01-894 9222. Telex 271776.

1982 The 1982 Special (see List) For your copy please write to JOHN LADBROOK, Advertisement Manager, The Times Educational Supplement, P.O. Box 7, 200, Gray's Inn Road, London WC1X 9EZ.

BLACK LION COSTUMES
 Schools, Colleges and Amateur Companies. Mainline available for G. and S. Classes. Musical Comedies, Period Plays, Church and School and Prop. Reasonable Hire charges. Write for details. BLACK LION COSTUMES, Fulham Road, Moulton Park, Bristol. Telephone: Bristol 41345.

theatre and drama I do, I understand

Pam Schweitzer on the importance of participation in TIE

A great deal of interest is always expressed by foreign visiting young people's theatre enthusiasts in the participatory theatre in education work of British companies. Of special interest is the nature of the contract struck between actor and child in the programme aimed at a single class of pupils, often involving more than one visit. This form of theatre has been pioneered here and incorporates important educational principles which are less evident in other more widely practised forms of children's theatre around the world. But it has to be stated that there is not a great deal of it about, even in Britain these days. Many theatre in education companies are moving into performance pieces for larger audiences, and away from participatory programmes for small groups.

This change in direction has largely been determined by economic factors. When local government is looking hard at the cost-effectiveness of all its operations, the pressure is on TIE teams to produce impressive audience cost figures, and attempt less work in depth with small groups. This change in direction has largely been determined by economic factors. When local government is looking hard at the cost-effectiveness of all its operations, the pressure is on TIE teams to produce impressive audience cost figures, and attempt less work in depth with small groups. This change in direction has largely been determined by economic factors. When local government is looking hard at the cost-effectiveness of all its operations, the pressure is on TIE teams to produce impressive audience cost figures, and attempt less work in depth with small groups.

theatre and drama Drinking it in

Simon Berry describes a Scottish TIE programme on alcoholism

One of the difficulties that deter those who want to have more said in schools about alcohol and its effects is that there is no simple message that can be put across. Common observation shows that alcohol affects individuals differently. The sex and personality of the drinker can call into question the value of minimum safe limits, while many people are unaware of the "springboard" effect which means that two pints of beer in the early evening after a lunchtime of wine and spirits can raise the alcohol level above the 80mg level where drivers are four times more likely to have an accident.

The message of total abstinence is a non-starter with sales of alcoholic drinks increasing each year and advertising on beer, wines and spirits topping the £100 million mark. On the one hand alcohol is shown as an essential aid to good cheer, sociability and success with the opposite sex, a magic potion for keeping inhibitions at bay. On the other side is the world of horrifying statistics—road accidents, marriages ruined and children scarred, the drinker's self-destruction as others look on helplessly.

Coming this Autumn: HOLT PLAYS + READING

Holt, Rinehart and Winston announce this outstanding new series to follow the success of "Language Patterns" and "Hey Mathematics". The plays, designed for both group reading activity and class and school production, are completely unique. Excellently written and superbly illustrated, each title contains guidance on the staging of the plays in addition to simple background notes on the subject matter and type of drama. The age range is 7-12 years.

Jack and the Beanstalk	(7-9 years)
Beauty and the Beast	(8-10 years)
Noel's Ark	(9-11 years)
Green Leaves to Gold	(9-11 years)
Our Dumb Friends	(10-12 years)
A Child is Born	(10-12 years)

Please send me a sample set of Plays + Reading when available
 Total price £3.60 (Approx.)
 Please send me your catalogue

Name _____
 School _____
 Address _____

Send to Freepost EA68(8), Holt, Rinehart and Winston, 1 St. Anne's Road, Eastbourne, East Sussex BN21 1BR

Chameleon technique

Drama and the Whole Curriculum. Edited by Jon Nixon. Hutchinson £6.95. 09 149251 3.

In the last decade we have seen a number of collections of articles on drama. Sometimes those collections are a result of conferences on drama, sometimes they deal with particular aspects of the subject. The first volume of *Drama in Education*, edited by Hodgson and Banham, and subtitled optimistically "The annual survey", came out in 1971. It ceased after three years—surely not because of lack of material. Among all the different collections, one of the most useful is NFER's unpretentious *Teaching and Understanding Drama*, edited by Stephenson and Vincent. With its clear and concise introduction and helpful accounts of drama in practice.

A cat, a ghost, and a youth group

Hugh David visits two London youth theatre groups

Over two hundred and fifty young people turned up to the first meeting of the Bromley-based Churchill Youth Theatre. For several months play-reading and improvisation groups worked in the theatre's bars, corridors and even dressing-rooms; anywhere they could get it.

In a recession-born business (houses dark in the West End, any number of actors out of work) youth theatre is the big growth area. Every theatre, it seems, has one in the same way every theatre used to have a cat and (every No. 1 touring house anyway) a ghost. Wherever two or more planks are joined together in the form of a stage, there you'll find a youth group hustling to get on.

Stagecraft

Timothy Ramsden and Pauline Courtice

Stagecraft offers all the essential background information needed for course work in drama and theatre arts. The book is divided into four sections:

- * Theatre and Stages
- * Plays
- * The Theatre Company
- * The Critic

Written by two drama teachers, *Stagecraft* has practical suggestions throughout for drama exercises and creative work for the 15 plus age range.

£1.95 245-52655-8

Please write for inspection copies to: Education Dept., 19-23 Ladgate Hill, London EC4M 7PD

Harrap Books

What's good enough for 'Christchurch Girls', Chatham

Is good enough for 'La Scala, Milan.....' Stage Hoarding.

Portable and versatile. For dance, drama and music. Just roll it out on your stage or hall/classroom floor. Mosquito and flame-retardant. Harlequin makes stages and backs safe, white.

Ask us for free samples, literature or advice.

THEATRE FLOODING LTD Kent Hoeds, High Street, Swanley, Kent BR8 8AE. Telephone: 0322 874308/87344. Telex: 282822.

PRIMARY HEADSHIPS

continued

AVON COUNTY NEWBRIDGE JUNIOR SCHOOL, Charnmouth Road, Bath BA1

LONDON BOROUGH OF ST. MARTIN'S R.C. PRIMARY SCHOOL (Aided), Westgate Road, Beckenham, Kent SE18 2DE

BUCKINGHAMSHIRE MILTON KEVNES DIVISION WELLESBOROUGH COUNTY PRIMARY SCHOOL (Aided), Church Lane, Milton Keynes MK8 7TE

KENT COUNTY COUNCIL EDUCATION DEPARTMENT, Canterbury and Maidstone, Kent

WILTSHIRE S. ANDROUHL, C.1. CONTROLLED PRIMARY SCHOOL, Wiltshire, Wilt.

WEST SUSSEX NORTH SURREY COUNTY FIRST SCHOOL, Northbrook, Petworth, GU24 0LZ

LONDON BOROUGH OF LEGGONS PRIMARY SCHOOL, Leggon Hill, Orpington, Kent SE8 3LQ

DEVON Devon use displayed advertisement on page 57, 14.5.82

HAMPSHIRE HAMPSHIRE COUNTY PRIMARIES SCHOOL, Fareham, Hampshire

NORTH YORKSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT, Leeds

WILTSHIRE ELFINA JUNIOR SCHOOL, Wiltshire, Wilt.

BUCKINGHAMSHIRE CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

City of Coventry WILLENHALL WOOD JUNIOR SCHOOL (Group 4) Headship. Applications are invited from experienced teachers for appointment to the headship of Willenhall Wood Junior School.

DURHAM COUNTY COUNCIL EDUCATION DEPARTMENT, Durham

Co-ordinator for mother tongue teaching programme (Burnham Scale 3). For September, experienced/enthusiastic qualified teacher to launch programme of mother tongue teaching.

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM, Barking and Dagenham

ST. HELENS EDUCATION COMMITTEE DEPUTY HEAD TEACHER, St. Helens

CAMBRIDGE AREA NORTH SURREY COUNTY SCHOOL, Northbrook, Petworth

LEICESTERSHIRE HOLY CROSS R.C. PRIMARY SCHOOL, Leicester

HARINGEY ST. IGNATIUS R.C. PRIMARY SCHOOL, Haringey

Education Service HEADSHIP. From September 1982 or as soon as possible thereafter. Leeton Lower School, Highfield Road, Leighton Buzzard, Beds, Group 4.

HAMPSHIRE DOOMERSFIELD C.E. PRIMARY SCHOOL, Chisley Hill, Hampshire

ST ANN'S C. E. JUNIOR & INFANT SCHOOL, Avenue Road, Tottenham N16 5JG. DEPUTY HEAD TEACHER (Group 4). Required for September 1982, if possible.

BUCKINGHAMSHIRE WYCOMBE DIVISION MARLOW C. OF E. FIRST SCHOOL, Marlow, Bucks

WARWICK WARWICK SCHOOLS WARWICK PREPARATORY SCHOOL, Warwick

CAMBRIDGE AREA BRINTON C.E. (C) SCHOOL, Huntingdon, Cambs

RICHMOND UPON THAMES WESTFIELD JMI/ WESTFIELD JUNIOR SCHOOL, Richmond

OXFORDSHIRE COUNTY COUNCIL OXFORD MIDDLE SCHOOL, Oxford

NORFOLK HEAD HEADS. Fitcham Voluntary Aided PRIMARY SCHOOL, KING'S LYNN (Group 2). Candidates for this vacancy should preferably be communicant members of the Church of England.

WEST SUSSEX BURLINGHAM INFANT SCHOOL, Burlingham, Sussex

Rural Schools Project Advisory Teacher - Scale 4. An Advisory Teacher is required for September 1982 or January 1983, to work in the Authority's small rural primary schools in the Wiltshire/Roade area of Northamptonshire.

LONDON KING ALFRED SCHOOL, Dept Headships, 433589, 110018

AVON WACROFT INFANTS' SCHOOL, Wacroft, Stockwood, Bristol, BS14 6PS

DORSET ST. JOHN'S C.E. (V.C.) FIRST SCHOOL, Dorset

RICHMOND UPON THAMES TRAFALGAR INFANTS' SCHOOL, Twickenham

BEDFORDSHIRE SOUTHERN AREA BUCKINGHAM MIDDLE SCHOOL, Bedford

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE RENTON SCHOOL (GROUP 4). APPOINTMENT OF FIRST HEAD TEACHER.

BARNET (LONDON BOROUGH) MANORIDE J.M.I. SCHOOL, Barnet

BALING LONDON BOROUGH OF BARKING AND DAGENHAM, Barking and Dagenham

BERKSHIRE ST. FRANCIS R.C. (AIDED) PRIMARY SCHOOL, South Ascot

RICHMOND UPON THAMES CARLISLE INFANTS' SCHOOL, Twickenham

HAMPSHIRE ACION COUNTY INFANT SCHOOL, Alton

DORSET ST. JOHN'S C.E. (V.C.) FIRST SCHOOL, Dorset

HARROW EDUCATION COMMITTEE BOWENFORD JUNIOR SCHOOL, Harrow

BALING LONDON BOROUGH OF BARKING AND DAGENHAM, Barking and Dagenham

WILTSHIRE BURRINGTON C.E. CONTROLLED PRIMARY SCHOOL, Wiltshire

DEVON Devon use displayed advertisement on page 59, 14.5.82

HUMBERSIDE EDUCATION DEPARTMENT BRIMSBURYTON COUNTY SCHOOL, Humberside

BERKSHIRE ST. FRANCIS R.C. (AIDED) PRIMARY SCHOOL, South Ascot

EALING LONDON BOROUGH OF BARKING AND DAGENHAM, Barking and Dagenham

WILTSHIRE BURRINGTON C.E. CONTROLLED PRIMARY SCHOOL, Wiltshire

WIRRAL METROPOLITAN BOROUGH OF WIRRAL BARNSTON PRIMARY SCHOOL, Wirral

LEICESTERSHIRE MARKET HARBOUROUGH EDUCATION COMMITTEE, Market Harborough

HAMPSHIRE LORD'S HILL FIRST SCHOOL, Portsmouth

LEICESTERSHIRE CHRIST THE KING R.C. PRIMARY SCHOOL, Leicester

HAMPSHIRE (PORTSMOUTH) CHARLES DICKENS MIDDLE SCHOOL, Portsmouth

DEPUTY HEADSHIPS Second Masters/Mistresses. CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

DEPUTY HEADSHIPS Second Masters/Mistresses. CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

DEPUTY HEADSHIPS Second Masters/Mistresses. CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

DEPUTY HEADSHIPS Second Masters/Mistresses. CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

DEPUTY HEADSHIPS Second Masters/Mistresses. CAMBRIDGE AREA JOHN FALKNER INFANTS SCHOOL, Milton Keynes

Deputy Headships Second Masters/Mistresses. By Subject Classification Arts and Design Heads of Department Scale 2 Posts and above. Scale 1 Posts. Scale 1 Posts. Scale 1 Posts. Scale 1 Posts.

Bedfordshire COUNTY COUNCIL

NORFOLK HEAD HEADS

HEADS HEADS

DUDLEY Metropolitan Borough

Haringey Progress with humanity

Northamptonshire Education

MIDDLE SCHOOLS continued

Mathematics

Northumberland Metropolitan Borough of North Tyneside... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

North Tyneside Metropolitan Borough of North Tyneside... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

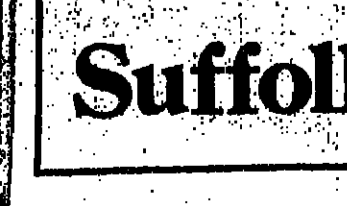
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

St. Felix Church of England Controlled Middle School, Newmarket (Re-advertisement) HEADSHIP (Group 7) Applications are invited for the Headship of this 9-13 Church of England Voluntary-Controlled Middle School...



Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

St. Alban's Roman Catholic Aided High School, Ipswich Group 6 HEAD TEACHER required at this Group 6 School which caters for Catholic pupils in Ipswich and the surrounding areas of Suffolk...



Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

HEADSHIP Group 12 STRATTON UPPER SCHOOL AND COMMUNITY COLLEGE Eagle Farm Road, Biggleswade Bedfordshire From September 1983 or as soon as possible thereafter, Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 12 Upper School and Community College...



Other than by Subject Classification

Other than by Subject Classification... Applications for September 1983...

Scale 2 Posts and above

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

EDUCATION DEPARTMENT - GRAVESHAM DIVISION APPOINTMENT OF HEAD TEACHER ST. GEORGE'S C.E. SCHOOL, GRAVESSEND (Group 11, roll 1,000 (including sixth form) mixed) The Headship of this Special Agreement School for pupils aged 11-18, will become vacant on 1st September, 1983, on the retirement of the present Headmaster under whose leadership there has been considerable expansion and development since its establishment as a wide ability school in 1975...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

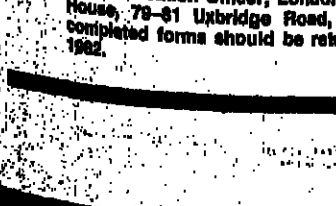
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

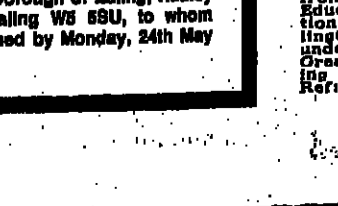
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

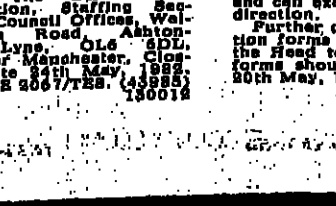
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

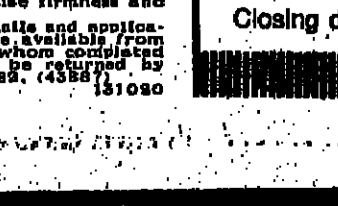
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

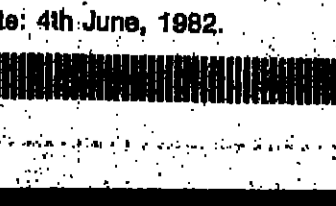
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Secondary Education

Secondary Education... Applications for September 1983...

Headships

Headships... Applications for September 1983...

Scale 1 Posts

Ealing London Borough of Ealing... Mathematics Head of Department... Applications for September 1983...

Scale 1 Posts

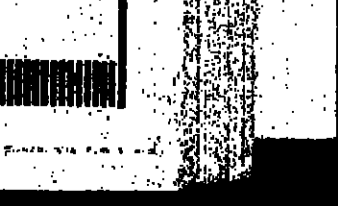
Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

Bedfordshire Bedfordshire Metropolitan Borough of Bedfordshire... Mathematics Head of Department... Applications for September 1983...

Scale 2 Posts and above

SHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE... Applications for September 1983...



Ealing London Borough Education Service Brentside High School, Greenford Avenue, Hanwell, W7 1JJ HEAD GROUP 11 Applications are invited from suitably qualified and experienced candidates for the Headship of this 8-form entry mixed comprehensive school, age range 12 to 16 years. Post is tenable from 1st September 1982. London Allowance £765. In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation. Further details and application form (see) available from the Chief Education Officer, London Borough of Ealing, Hedley House, 75-81 Uxbridge Road, Ealing W5 8JU, to whom completed forms should be returned by Monday, 24th May 1983.

Somerset CRISPIN SCHOOL STREET HEAD for this 11-16 mixed comprehensive school, 1169 on roll. Appointment to commence January 1983. Salary: Group 11. Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

extra

English as a foreign language

In search of the accolade

Ray Arthur on changes in the system for the recognition of language schools

Eighteen months after Mr Rhodes Boyson announced that the Department of Education and Science would cease to grant the status of "Recognised as Efficient" to private English language schools from April 1983, there is still doubt in April 1982 about the present position.



For some years ARELS had sought to find a way to admit to the Association those excluded, full-time, high quality schools which wanted to join ARELS believing that the profession as a whole would benefit from this. A scheme to achieve this, developed jointly with the British Council, was actually being discussed at the ARELS Conference in November 1980 when the DES announced that for reasons of economy, their Recognition Scheme would end. It was clear that much of the thought over the past months had not been wasted. ARELS decided to set up a Working Party to examine the implications of the DES decision, with minds concentrated wonderfully by a "hanging date" fixed some 15 months ahead.

There was an opportunity to create a new recognition system which would preserve all that was good in the old one and enable others who had previously been excluded to obtain its benefits. In a short time FELCO, the British Council, some schools previously excluded from recognition by the DES and other organizations concerned with high standards in TEFL had been consulted and it was agreed that the British Council were the natural successors to the DES if an efficient recognition

scheme were to continue. ARELS, for whom recognition was the platform on which the Association resists grants of recognition to FELCO organizations subject to re-inspection within three years, and offers inspection leading to recognition to any schools that feel they can meet the standards required. Henceforward "recognition as efficient by the British Council" will be the formal accolade replacing that previously given and it can be granted to a wider group of schools than before. Inspection criteria for initial inspections and for three-yearly re-inspections which all recognized schools must undergo has been drawn up; a panel of inspectors has been chosen; a governing body for the scheme (The Recognition Advisory Committee) to deal with the continuing aspects of inspection, and appeals has been set up under the chairmanship of Professor A. Spicer, Pro-Vice-Chancellor of the University of Essex; and an administrative assistant has been appointed to administer the scheme. The first applications for recognition are now being processed.

The professional bodies, ARELS and FELCO, remain substantially unchanged. In their own areas of activity they will continue to seek to enhance the standards of their members and improve the English teaching profession and ARELS in particular will continue in its multifarious training, welfare and other interests and maintain its involvement in all relevant activities associated with TEFL and student welfare. They will admit to membership appropriate categories of schools that achieve recognition by the British Council if they wish to apply. The British Council will publicize the new scheme overseas pointing out the additional safeguards that membership by a school of a professional body offers to students.

An interesting by-product of the close and intense involvement by both ARELS and FELCO over a relatively short period has been an awareness by many of their members of where their interests coincide. As a result an opportunity has arisen to construct what has hitherto been out of reach - a comprehensive association of all those operating in the independent sector of ELT in this country provided only that they are of sound quality.

Natural dialogue

Susan Norman on the teaching of English as a foreign language

Teaching English through English. By Jane Willis. Longman £4.20 or 582 74608 6 The Teaching of English as an International Language. By Gerry Abbott, John Greenwood, Douglas McKeating and Peter Willinger. Collins £8.95 or 00 370019 4 £5.50 370020 8

It is very pleasant to be asked to review two books, both of which I can unhesitatingly recommend for use by EFL teacher training courses. Neither is world-shattering in its content, but both provide sound practical advice on the day-to-day business of teaching English which would also benefit many an experienced teacher.

The third section consists of substitution tables containing relevant classroom language and in the fourth section teachers are helped to find ways of exploiting classroom dialogues. The final section is a stimulus for roleplaying teaching situations in small groups.

The units in section two have a similar structure, except that the emphasis is more definitely on teaching skills and approaches in different areas of language teaching. The accompanying cassette, which is highly recommended for non-native speakers, contains the dialogues, which are genuine extracts from language classes, plus specific language exercises for teachers. There is a slightly cramped feel to the book which can be a bit daunting, but since this has obviously been done in the interest of keeping the price down, this is not a serious criticism. Its biggest advantage, on the other hand, is that the approach taken to teaching teachers is the same as that advocated for teaching language to students. The role-playing teachers do to improve their own competence to attempt this sort of activity with their students for language practice; the problem-solving, questioning English speaker (or learner) in detail the language he or she uses in the classroom, and of course the methodological content is relevant to all.

The book is divided into two parts. The first is to do with classroom management and the second with teaching techniques. Each part in the first part starts with a series of questions designed to stimulate discussion on the subject area. This is followed by a consideration of the language and teaching techniques used in two short dialogues in school and exploited every classroom situation in the ways suggested in the book and having given teachers all this language I would have liked to see a cautionary comment on the advisability of keeping teacher talking time to a minimum. However, the book contains a great deal of material which could be used as the basis of long or short-term EFL teacher training courses and seminars and it would be compulsory reading for anyone contemplating taking the Royal Society of Arts Certificate for Overseas Teachers of English.

"Those that can't do teach; those that can't teach teach teachers," or so the saying goes. And yet traditionally the glory has gone to the theoreticians, the "pseudo-teachers" as they are called in the introduction to *The Teaching of English as an International Language*. It is therefore doubly encouraging to find four academics from the university of Manchester writing such a practical and down-to-earth handbook for "classroom teachers" (as opposed to the other kind). It is quite clear that all four contributors, as well as being experienced teacher trainers, have done their stint in a variety of EFL classrooms throughout the world, and the foreign teacher and native speaker alike will benefit from their clear exposition of the ideas in the book.

In the twelve chapters they cover such areas of interest to the language teacher as pronunciation, listening, reading, oral fluency, writing, assessment, error analysis, remedial work, planning and classroom management, with a beginning and final chapter which put the whole thing into perspective.

continued on following page.

SECC REMEDIAL HILLINGDON

LEICESTERSHIRE KING EDWARD VII BURTON ROAD, MELTON ... HEAD OF ART DEPARTMENT ... Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

NORTH YORKSHIRE COUNTY COUNCIL ... SOUTH CHARNWOOD ... HEAD OF DESIGN ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

OXFORDSHIRE COUNTY COUNCIL ... SURREY EDUCATION COMMITTEE ... HEAD OF ART DEPARTMENT ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

ROTHSHEM METROPOLITAN BOROUGH ... SHROPSHIRE EDUCATION COMMITTEE ... HEAD OF ART DEPARTMENT ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

SUFFOLK OAKLANDS COMMUNITY ... CAMBRIDGESHIRE ... HERTFORDSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

CORNWALL ... CUMBERIA ... HERTFORDSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... CHESHIRE ... HERTFORDSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... CHESHIRE ... HERTFORDSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE HUMBERSIDE

TUPTON HALL SCHOOL ... COUNTY COUNCIL ... Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

DONCASTER

THE MOUNTAIN SCHOOL ... COUNTY COUNCIL ... Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

DERBYSHIRE ... SHROPSHIRE ... Required August to lead a team of teachers ... Outer London Allowance Payable. (47781) 13128

WILTSHIRE KENT

WILTSHIRE ... KENT ... Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Head of Department

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Required for September 1982 ... Outer London Allowance Payable. (47781) 13128

Scale 2 Posts and above

Scale 2 Posts and above ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Scale 1 Posts ... Outer London Allowance Payable. (47781) 13128

Commercial Subjects

Commercial Subjects ... Outer London Allowance Payable. (47781) 13128

Head of Department

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

Head of Department ... Outer London Allowance Payable. (47781) 13128

ELT from Harrap

DESTINATION UK

Survival Skills in English
Jane Pettigrew and Shelagh Rixon

This is a new course for adult students, tourists and business people visiting the UK for the first time. It focuses on communication skills and provides a core of basic survival language which will enable the student to deal confidently with everyday situations. It is suitable for both elementary and intermediate levels.

Student's Book	£2.75
Teacher's Handbook	£2.50
Tape	£9.50
Cassette	£5.00

CONTEMPORARY GRAMMAR UNITS

Series Editor: Linton Stone

- Post-elementary level
- Oral and written contextualised practice
- Intensive revision and consolidation of key points in English grammar
- Each exercise prefaced with notes on the grammar point
- Key to exercises for the student working alone
- Notes for the teacher on classroom use

1. Prepositions	Linton Stone
2. Phrasal and Prepositional Verbs	Linton Stone
3. Conditional Sentences	Colin Robinson
4. Count and Mass Nouns	Linton Stone

£1.25

TASTES GOOD

Food and Drink in Britain Today
Rosemary Harris

The latest title in our series of non-fiction reading and activity books takes a look at the British with knife and fork in hand.

£1.10 Intermediate level

Write to our Education Dept for inspection copies.
19-23 Ludgate Hill, London EC4M 7PD



extra Through the rice paper curtain

Michael Houser on Japanese students of English

In the 1860s, after 230 years of unbroken and unparalleled seclusion, Japan was prised open by the industrially and militarily more powerful West. During this *shoku* ("closed country") period, Japanese curiosity about the "outside" world generated a keen interest in *rangaku* (Dutch studies), the Dutch being, along with the Chinese, the only foreigners privileged to trade in Japan. The door to the West now open, xenophiles rushed to make contact with the "crazy foreigners". One, Fukuzawa Yukichi, who became one of the great popularisers of the West in the early days of modernization, duly set off for the foreigners' enclave at Yokohama — only to discover to his chagrin that the Dutch he had so agonizingly acquired had become obsolete: English had become the *lingua franca*.

Four generations later, English remains the *lingua franca* of the Third World whence Japan came and the First World she now threatens to dominate. In the interim, education in Japan has been revolutionised; a very large proportion of the nine million 12 to 18 year olds who toil in Japan's secondary schools study English for six years, taught by some 50,000 teachers of English. ELT has grown into a major industry, spawning publishing houses, private language schools in abundance, hours and hours of weekly broadcasts and associated hardware and software of every conceivable description.

Sitting on the touchlines, many Japan-gazers have come to believe that what Japan wants, Japan gets; national endeavour is seen as almost synonymous with international success. ELT is clearly a major exception; never can so many have laboured so long and hard to so little effect. Edwin Reichauer, the doyen of Japanologists, characterizes ELT in Japan as "... extraordinarily poor... and out of date", adding that failure to improve and modernise ELT and Japan's university system represents "... 2 of the very few areas in which tradition and apathy have been allowed to prevail in an otherwise much changed and very dynamic society".

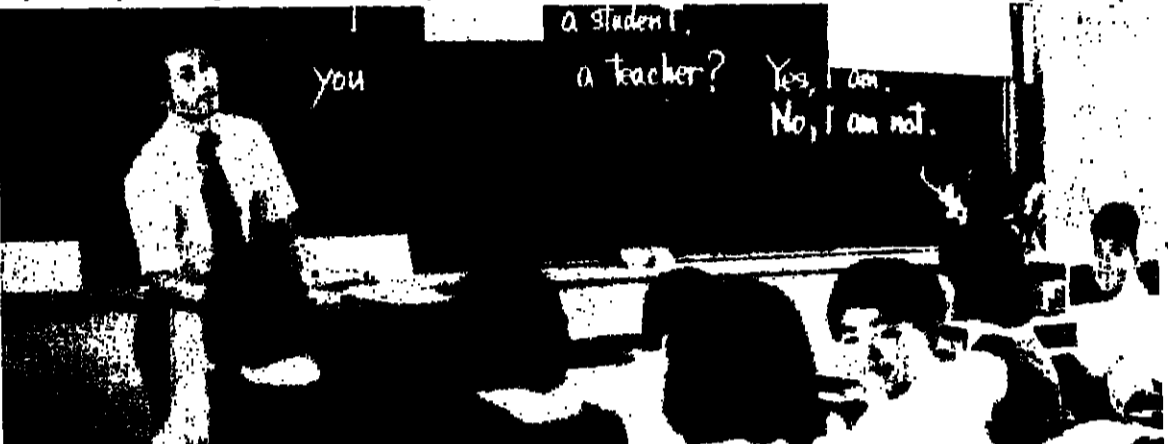
Japan's problems have been a well-known blessing to Britain's TEFL industry: since the mid-sixties, increas-

continued from previous page

ing numbers of Japanese students have come to Britain to learn what they're not being taught at home: how to communicate effectively with the rest of the world. According to ARELS (Association of Recognized English Language Schools) General Secretary Ray Arthur, as many as 4,000 Japanese annually enroll in ARELS' 110 member schools, making the Japanese the largest national intake (six per cent in the late seventies) outside of Europe. Although numbers have ebbed and flowed in time with the *oil shokku* (oil crises of '73/74 and '78/80), future prospects are very encouraging. The Japanese government recognises that its international voice is less loud and distinct than befits its status, that it has a major "image problem" and — perhaps most significantly — that it has reached the end of the road with imported technologies. As a result, Japanese education is in for a major overhaul during the next decade, and with so much emphasis given to the "internationalization of Japanese society", ELT becomes critically important.

At the moment, the archetypal Japanese EFL student in Britain is a woman (two-thirds are) in her mid-twenties, who has studied English for six years in school and a further two to four years in junior college or university. For the great majority, this is their first time outside Japan; they come here, on average, for stays of three to nine months. Most will be self-supporting, having previously worked as English teachers or in offices (travel agents, airports, trading companies) where mainly passive English skills are required. Until now, English teachers have not been given extended overseas study leave to improve their active skills, nor do university programmes in English or American studies include a year abroad. Few will possess active skills — the English teachers; Kyoko Akatsuki-Read, formerly an ELT teacher in Tokyo and now a translator for the Japanese Embassy, admitted that "they don't have to speak English to teach in Japan — I taught without being able to speak". Yukari Sugiyama had to give up her teaching post in order to come here for extended study (M.A in ESOL at London) and she endorses this view;

"English in Japan is taught to pass university entrance examinations, not as a means of communication."
 Britain's TEFL industry has not entirely escaped the effects of recession, and the loss of most of the Iranian market means that an added influx of Japanese during the coming decade would be particularly welcome; they are universally popular with language schools, landladies and other EFL students alike. Although the prospects for the Japanese market are potentially enormous, opportunity is a two-edged sword: if Britain can't deliver, America waits eagerly in the wings. Britain's problems boil down to attracting the Japanese here in the first place and then providing them with an appropriate and effective teaching regime once they're here. Having entered the TEFL business in a big way in the past five years, American agencies, Nippon Cultural Broadcasting, established a London office in 1980 — they also have one in L.A.; NCB places a quarter to a third of Japanese students here. British schools do virtually no advertising in Japan, except through the British Council. Britain does however start with a host of advantages — "Japanese girls think it's safer here than America", according to NCB's Hiroko Buckle, and as Ray Arthur points out, this is the mother country of the language: "where would you want to study, say, Italian in Tuscany, or the Bronx?" More to the point may be the fact that British teachers are experienced in EFL, while America is more geared to teaching American English to immigrants. The ELF's adoption of British English also carries a lot of clout in Tokyo — perhaps helping to explain why the Japanese government set up



represents particularly stiff competition when it comes to Japan: California is closer, many more Americans speak Japanese (including many *Nisei*, Japanese-Americans) and colleges are more commercially-oriented, especially during the long summer holidays.

Most Japanese come to EFL schools in the 'Excellent Country' (the literal translation of *ekoku*, the Chinese characters used for Britain) by one of two routes: Japanese agents or the "bush telegraph" — personal recommendations (and therefore reputations) are an important means of doing all kinds of business in Japan. One of the main Japanese

an all-British English Teaching Recruitment Programme in 1978 — bringing British teachers (180 so far) to Japan for the first time to teach EFL since the thirties. Schools in the countryside, or proximity to Europe ("half wouldn't come without Europe" is the view of Yunus Syde, who runs Sels College and has taught the Japanese for 20 years), the cosmopolitan "mix" of the classrooms all helps; rising fees and difficulties with accommodation are Britain's Achilles Heel — and thus America's strengths.

As a rule EFL students from Japan have created an excellent reputation for endeavour and atti-

les. As a result, they are often misplaced in conversation classes on the strength of written work. The main methodological problems arise as a consequence of the force-feeding they experience when learning English at school in Japan.

All of these problems are compounded by the fact that virtually no EFL teacher in Britain has any grounding in Japanese, in the Japanese writing system — arguably the most difficult in the world — nor in Japanese culture or educational practice.

A second article on teaching Japanese students will appear in the next EFL Extra

and task-centred activities" and secondly there are about 50 examples of such activities, suitable for children or adults of various levels of attainment. Penny Ur writes lucidly and sensibly, emphasizing that in the classroom why you need to talk about something is more important than what you should talk about. She what you should talk about and essential makes the welcome and essential points that the simpler the task the more likely it is to be successful, that the most enlivening interaction is the one that must entail interaction and that the teacher should not obtrusively correct linguistic mistakes. "Worth nothing", is her advice that a discussion "should not be made too interesting" as students can be in danger of forgetting that they are doing a serious learning exercise. Her practical examples are grouped into activities such as "brainstorming", "organizing", "forming logical sequences", and "debating" which she suggests young students will be reluctant to play some of the games or to adopt some of the role she suggests.

Something to Talk About, meant for intermediate students, uses taped interviews concerning twenty topics, mostly of a gloomily earnest nature: alcoholism, pollution, litter, euthanasia. Peaty correctly advises the teacher to introduce "necessary vocabulary" (but he supplies no details) and furnishes comprehension questions and ideas for discussion. Perhaps it's a little dull, but there is something to be said for this sort of safe, unpretentious book.

Discussions that Work is divided into two parts: first, there are some guidelines on organizing "successful

extra No laughing matter

Paddy Bostock on course books

ly revised on the functional/notional framework, contains "truly realistic dialogue material in highly relevant and native contexts" and has "a cyclical organization which allows for constant revision and expansion". That's the trouble. The book tries to do everything at once and the teacher presumably becomes little more than a robot following along in Mr Alexander's wake. The "truly realistic" dialogues include "introducing strangers", "playing the role of host at a restaurant" and "shopping in London" which, if they are intended to be microcosms of the real world, are truly microscopic. Writers of functional coursebooks seem to be no more capable of escaping from a finite list of contrived situations than their traditional predecessors were of avoiding humdrum sentences to illustrate their grammar points. The only differences are the pictorial, though cluttered layout and the fervour of the communicative bandwagon.

Like Mr Alexander, the authors of *Exchanges* cannot be criticized for a lack of thoroughness, for the book contains a wealth of exercises to practise both written and spoken English, but also like Mr Alexander, they have produced little more than a pastiche of the real world and do not develop his or her own materials. The topics, within the limits (work, money, possessions, news reports) should be more useful because they are more universal, but their impact is reduced by the desire to provide a mass of language exercises to back them up. For students working alone, this may be admirable but in the classroom it means that the teacher is deprived of the choice of what to teach, how and when.

Profiles (Intermediate and *Functions of English* (Upper Intermediate and Advanced), on the other hand, while still aiming to teach people to communicate, have been much more subtly conceived because they have narrowed their objectives. In a nutshell, this means that they have left the language teaching to the teacher and are not attempting to kill one bird with a hundred stones. *Profiles* is particularly good because it gives hardly any instructions about language at all, the author contenting herself with providing well worked-out contexts in which teacher and students can work together. The contexts imply the language. Each unit takes a topic (education, housing, health, work) and offers a number of interesting exercises plus a case study at the end. The section on money, for example, requires students to work out family budgets, to ask for refunds, to consider consumer law and poverty in Britain, but they are not given the information on a plate and the teacher is required to be fully involved. *Exchanges* does much the same thing and actually says in the introduction: "This book is just the starting point... There are many places in the book where you may want to ask your teacher for more information." Hurrah! Like *Profiles*, the presentation is uncluttered and the pictures apposite to the notions being discussed. The topics do not have the breadth of those in *Profiles* because they are restricted to narrower, almost psychological areas like "talking about yourself", "asking for information", and "interrupting politely", but the dialogues are realistic in so far as they contain hesitation and omission of subject

work on the functional/notional framework, contains "truly realistic dialogue material in highly relevant and native contexts" and has "a cyclical organization which allows for constant revision and expansion". That's the trouble. The book tries to do everything at once and the teacher presumably becomes little more than a robot following along in Mr Alexander's wake. The "truly realistic" dialogues include "introducing strangers", "playing the role of host at a restaurant" and "shopping in London" which, if they are intended to be microcosms of the real world, are truly microscopic. Writers of functional coursebooks seem to be no more capable of escaping from a finite list of contrived situations than their traditional predecessors were of avoiding humdrum sentences to illustrate their grammar points. The only differences are the pictorial, though cluttered layout and the fervour of the communicative bandwagon.

Like Mr Alexander, the authors of *Exchanges* cannot be criticized for a lack of thoroughness, for the book contains a wealth of exercises to practise both written and spoken English, but also like Mr Alexander, they have produced little more than a pastiche of the real world and do not develop his or her own materials. The topics, within the limits (work, money, possessions, news reports) should be more useful because they are more universal, but their impact is reduced by the desire to provide a mass of language exercises to back them up. For students working alone, this may be admirable but in the classroom it means that the teacher is deprived of the choice of what to teach, how and when.

into the overkill category fall *Mainline* (Progress A, Pre-intermediate leading to Progress B, Intermediate) and *Exchanges* (Pre-intermediate). *Mainline Progress* follows *Mainline Skills* and fits into a similar format, an impressive pack which will no doubt become additive with students because of Mr Alexander's reputation. The blurb says that the work has been drastically

Cloze season

Most of the passages are interesting in themselves and students should find (perhaps surprisingly) that completing them with appropriate grammatical and lexical items is rewarding. The exercises are graded, and further exercises are suggested in a teacher's booklet. This book can be recommended as a well-structured aid to reading comprehension.

Donald Hawes

Headline news

Meet the Press, By Janice Abbott. Cambridge University Press £1.95. 521 23286 4
 What the Papers Say, By Geoffrey Land Student's Book £1.45 585 79317 3. Key to the Exercises £1.20 79318 1
 Longman

Much of the foreign student's reluctance to read out of class, be it newspapers or books, seems to stem from an intensive over-arching and advanced passages; the only light at the end of the tunnel, a dimly perceived exercise so pedestrian it is greeted with exhausted relief rather than genuine interest. How refreshing then to come across *Meet The Press*. Its intention is to "train the upper intermediate and more advanced students in the special skills necessary for reading newspapers and give extensive practice in general reading skills", and it achieves this admirably. Unfortunately, it is only rarely that teachers have concentrated on the skills of extensive reading, but understanding these encourages the students to greater fluency and instils confidence along the way. Ms Abbott concentrates on those methods particularly useful for newspapers by providing exercises on skimming, scanning and understanding headlines.

Although intended primarily as a class book, it gives the individual the opportunity to concentrate on one reading skill or to practise all by referring to a table indicating follow-up exercises. The answers are in the same book, preferable to a separate key which is always so easy to lose. In class the emphasis is on speedy response and the well chosen articles lend themselves to plenty of oral and written exploitation.

Perhaps because the units in the book are not graded and cannot be worked through in the traditional sense, some students may not experience that sense of achievement which comes at the turning of the final page. Also it is probably not necessary to have so many articles per unit, but this is mere quibbling. This book is to be highly recommended and at £1.95 is excellent value.

Having extolled the virtues of extensive reading I turn to *What the Papers Say*. This is the companion volume to *What's In The News* — a perennial favourite, perhaps, but not, it must be said, with me. As for *What the Papers Say*, it is also intended for Intermediate and advanced students. The list of contents only refers to the titles of articles quoted. There is no suggested framework for study, no breakdown of newspapers and a hazy introduction which obviously fails between student and teacher in terms of register. But "even worse" (to quote the introduction) his intention that "Nothing should be attempted until both the teacher and students are satisfied that everything in the articles quoted has been understood" is one with which I cannot agree. The student is then presented with a full-page article of 348 words followed by a plethora of exercises which are visually quite daunting. Out of the seven follow-up exercises, only three relate directly to the article. Eighteen newspaper/magazine provide 30 main articles but it is not until Chapter 12 that one actually comes across a "quality" paper. (*The International Herald Tribune*). Once again, we seem to be confronted with the invidious assumption that foreign students can only appreciate the "sensationalist" press; although intended for Cambridge Examination students, this book does little to broaden the mind or scratch beyond the superficial.

W. S. Fraser

Cambridge ELT

Reading	Pronunciation
Reading Choices Authentic self-access reading resources for students of English David Jolly A unique set of authentic reading materials for all students from elementary to upper-intermediate levels. * Contains 125 cards, 3 Answer Books, a Teacher's Book and Index cards. * Cards are divided into 5 series which represent approximate divisions in terms of difficulty. * Comprehension work on the back of each card aids rather than tests understanding. * Teacher's Book offers suggestions on how to make the best use of the cards and provides detailed notes on each text. Boxed Set £45.00 Answer Book £1.95 Teacher's Book £2.95	Introducing English Pronunciation A new series consisting of 2 Students' Books and a Teacher's Guide which together provide a comprehensive course for students at beginner, elementary and intermediate levels. The Teacher's Guide gives detailed notes on each unit of both books. Tree or Three? Ship or Sheep? Introducing English Pronunciation
Books for Teachers	
Teaching and Learning Languages Earl W. Stevick An important new book by one of the most distinguished of contemporary writers on language teaching. It was written with the beginning teacher in mind but it contains much that will be of interest to the more experienced teacher. Drawing on his experience of over 35 years as both a teacher and learner of various languages, the author discusses 'how and why' learning takes place. Hard cover £7.95 net Paperback £5.95	Tree or Three? An elementary pronunciation course £1.95 Ann Baker 2 cassettes £8.00 each + VAT Ship or Sheep? An intermediate pronunciation course £2.25 Ann Baker 3 cassettes £8.00 each + VAT Introducing English Pronunciation A Teacher's Guide to <i>Tree or Three?</i> and <i>Ship or Sheep?</i> Ann Baker £3.95 Publication July
Available from all leading ELT booksellers or, in case of difficulty, direct from Cambridge University Press.	

CAMBRIDGE UNIVERSITY PRESS
 The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

SEC ENGLISH

Continued from page 55. NICHOLSON SCHOOL, Haverling London Borough...

ESSEX. NICHOLSON SCHOOL. Haverling London Borough. English Scale 1...

GWENT. BETWEEN COMPREHENSIVE SCHOOL. Gwent County Council. English Scale 1...

HAMPSHIRE. STANNERS' R.C. SCHOOL. Hants County Council. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HAVINGING. LONDON BOROUGH OF. HAVINGING CROSS SCHOOL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

HERTFORDSHIRE. HERTFORDSHIRE COUNTY COUNCIL. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KENT. BRIMLEY HIGH SCHOOL. Kent County Council. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

KIRKLEIGH. METROPOLITAN COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

OXFORDSHIRE. OXFORDSHIRE COUNTY COUNCIL. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WAKEFIELD. WAKEFIELD METROPOLITAN DISTRICT. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

WILTSHIRE. WILTSHIRE COUNTY COUNCIL. English Scale 1...

CITY OF GOVENTRY. Assistant Teachers. Caudon Castle Boys' Comprehensive School. Ernesford Grange School and Community College.

KENT. COUNTY COUNCIL. English Scale 1. NORTH WALES. PENNINE COLLEGE. NORTH YORKSHIRE. COUNTY COUNCIL.

WILTSHIRE. COUNTY COUNCIL. English Scale 1. WILTSHIRE. COUNTY COUNCIL. English Scale 1.

WILTSHIRE. COUNTY COUNCIL. English Scale 1. WILTSHIRE. COUNTY COUNCIL. English Scale 1.

WILTSHIRE. COUNTY COUNCIL. English Scale 1. WILTSHIRE. COUNTY COUNCIL. English Scale 1.

WILTSHIRE. COUNTY COUNCIL. English Scale 1. WILTSHIRE. COUNTY COUNCIL. English Scale 1.

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated.

PRINCIPAL. Further Education. Plymouth College of Art and Design. Principals.

HEADTEACHERS. Primary. Bampton C. of E. First (5-9 years aged) School.

DEPUTY HEAD-TEACHERS. Primary. Dunstone Primary School, Plymouth.

SCALE POSTS. Special. Exeter, Barley Lane School.

OTHER POSTS. East Devon Area. Parkeston Nursery Teacher.

SCALE POSTS. Secondary. Exmouth (Co-Educational) Comprehensive 11-18 years).

OTHER POSTS. Gypsy Lane School, Exmouth.

DEVELOPMENT. A stylized logo for 'DEVELOPMENT' with a graphic of a person and a globe.

Vertical text on the left margin: '50 in 100'.

SEC HISTORY

continuum
NORTH YORKSHIRE
COUNTY COUNCIL
MISS ANNE GRAMMAR
SCHOOL

LONDON BOROUGH OF
SUTTON
WALLINGTON HIGH
SCHOOL

WORCESTERSHIRE
WORCESTER COLLEGE FOR
TECHNICAL EDUCATION

Scale 1 Posts

AVON
PITCHWAY HIGH SCHOOL

BEDFORDSHIRE
SOUTHERN AREA
AND COMMUNAL COLLEGE

CALDERDALE
METROPOLITAN BOROUGH
BOULTON VALLEY HIGH
SCHOOL

CYNGOR SIR
DYFED
COUNTY COUNCIL

AWDRDOD ADDYS
EDUCATION AUTHORITY

BROMLEY
LONDON BOROUGH OF
LAWRENCE SCHOOL

BUCKINGHAMSHIRE
MILTON KEYNES
CUSDEN SCHOOL

EAST SUSSEX
COUNTY COUNCIL
BEACON SCHOOL

ENFIELD
LONDON BOROUGH OF
ENFIELD SCHOOL

ESSEX
THE TENDRING HIGH
SCHOOL

LEICESTERSHIRE
THE BURLING COLLEGE

MIDDLESEX
LONDON BOROUGH OF
SLEIGH SCHOOL

HOUSLOW
GIMLEY HOUSE CONVENT
SCHOOL

WILTSHIRE
THE JOHN OF GAUNT
SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
CASTLEDOWN SCHOOL

WILTSHIRE
WILTON SCHOOL

WILTSHIRE
WILTON SCHOOL

WILTSHIRE
WILTON SCHOOL

SURREY
HINCHER HINDRUP SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

WILTSHIRE
WINGFIELD SCHOOL

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

LEICESTERSHIRE
LANGFORD COLLEGE

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

ESSEX
THE RAMSEY SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

GLoucestershire
WHITECROSS SCHOOL

SECONDARY SCHOOLS

DEPUTY HEADSHIP

SECOND MASTER/ MISTRESS

SENIOR TEACHER

ART AND DESIGN

CLASSICS

COMPUTER STUDIES

RELIGIOUS EDUCATION

SCIENCE

ENGLISH

HISTORY

HOME ECONOMICS

MATHEMATICS

MODERN LANGUAGES

NEEDLEWORK

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

SCIENCE

PHYSICS

PSYCHOLOGY

REMEDIAL WORK

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

PHYSICS

PSYCHOLOGY

REMEDIAL WORK

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

PHYSICS

PSYCHOLOGY

REMEDIAL WORK

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

PHYSICS

PSYCHOLOGY

REMEDIAL WORK

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

PHYSICS

PSYCHOLOGY

REMEDIAL WORK

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

TECHNICAL STUDIES

ilea

Inner London Education Authority
Qualified teachers are invited to apply for the following posts.

Inner London Area Payment (£750 p.a.) is made in addition to the appropriate Barnham salary scale.

All secondary schools in the ILEA area are organised along comprehensive lines. ILEA is an equal opportunities employer.

Head of Department

Head of Department

Head of Department

Head of Department

Head of Department

Posts of Responsibility

HAGGERSTON (SO)
Weymouth Terrace, E2 8LS

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Headmaster: Mrs M. J. Metcalf

Part-time Post

Via FORM CENTRE - ISLINGTON
A LEVEL BIOLOGY TEACHER

A qualified and experienced teacher is required from September 1982 to teach on Monday mornings.

Application forms available from the Head of Department.

Application forms available from the Head of Department.

Application forms available from the Head of Department.

Application forms available from the Head of Department.

Application forms available from the Head of Department.

Application forms available from the Head of Department.

PRIMARY SCHOOLS

HEADSHIP

FOSSDENE (M & J) SCHOOL
Vernon Way, Woolwich Road, SE7 7

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

DEPUTY HEADSHIP

ST. SAVIOURS CE (M & J)
Hornsey Hill Road, SE23 0AY

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Headmaster: J. A. Phillips

Vertical text on the left margin: "Special Education"

BEC HOME ECONOMICS

continued
BEXLEY
BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

BEXLEY LONDON BOROUGH
BEXLEY HIGH SCHOOL
BEXLEY HIGH SCHOOL

HAVERING

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

LONDON BOROUGH OF
HAVERING
HAVERING SCHOOL

KENT

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

LONDON BOROUGH OF
KENT
KENT SCHOOL

Humanities

Scale 1 Posts
BUCKINGHAMSHIRE
COUNTY COUNCIL

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAMSHIRE

DORSET

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

LONDON BOROUGH OF
DORSET
DORSET SCHOOL

WOLVERHAMPTON

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

LONDON BOROUGH OF
WOLVERHAMPTON
WOLVERHAMPTON SCHOOL

Scale 2 Posts and above

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

AVON
PITCHAY HIGH SCHOOL

HERTFORDSHIRE

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

LONDON BOROUGH OF
HERTFORDSHIRE
HERTFORDSHIRE SCHOOL

SHEFFIELD

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

LONDON BOROUGH OF
SHEFFIELD
SHEFFIELD SCHOOL

AVON

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

LONDON BOROUGH OF
AVON
AVON SCHOOL

BUCKINGHAMSHIRE

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

LONDON BOROUGH OF
BUCKINGHAMSHIRE
BUCKINGHAMSHIRE SCHOOL

VACANCIES FOR AUTUMN TERM 1982

Wigan Whitby High, Wigan (13-18 mixed comprehensive)
HEAD OF REMEDIAL DEPARTMENT
Scale 2
Wigan Measnes High, Parsons Walk, Wigan, WN1 1RT (13-18 mixed comprehensive)
TECHNICAL SUBJECTS
Scale 1
MATHS
Scale 1
Ashton-in-Makerfield, Byrethall High, Warrington Road, Ashton-in-Makerfield, Wigan, (11-18 mixed comprehensive)
CRAFT DESIGN & TECHNOLOGY
Scale 1
Ashton-in-Makerfield, Canfield High, Old Road, Ashton-in-Makerfield, Wigan, WN4 5TP (11-16 mixed comprehensive)
DRAMA
Scale 2
PHYSICS AND CHEMISTRY
Scale 2
Ability to teach maths also advantageous.
ENGLISH
Scale 1
GIRLS P.E.
With Art as second subject Scale 1
HOME ECONOMICS / NEEDLEWORK
Scale 1
Hindley Park High, Park Road, Hindley, Wigan, WN2 3RY (11-18 mixed comprehensive)
HEAD OF CRAFT DESIGN & TECHNOLOGY
Scale 3
Leigh C.E. High, Leigh Road, Leigh, WN7 1UB (11-16 mixed comprehensive)
PHYSICS
Scale 1
Standish High, Kenyon Road, Standish, Wigan, WN6 0NX (11-16 mixed comprehensive)
PHYSICS
Scale 1
With some General Science
Tyldesley, Tyldesley High, Tyldesley Lane, Tyldesley, M25 5UN (11-16 mixed comprehensive)
HISTORY
Scale 2
Aspull High School, Ratzliff Road, Aspull, Wigan, WN2 1YE (11-16 mixed comprehensive)
GERMAN/FRENCH
Scale 1
To teach to O level
GENERAL SCIENCE
Scale 1
Leigh St. Mary's R.C. High School, Manchester Road, Ashey, Tyldesley, M25 7EE (11-18 mixed comprehensive)
TEACHER
Scale 1
To teach Typewriting, Shorthand, Office skills. An interest in economics advantageous but not essential.
TEMPORARY TEACHER
Scale 1
To teach Typewriting, Shorthand, Office skills. 1 year appointment due to secondment of member of staff.
Orrell Abraham Guest High School, Orrell Mount, Wigan, WN6 6HN (11-18 mixed comprehensive)
HEAD OF CREATIVE STUDIES FACULTY
Scale 4
Standish Mere Oakes Special School, Baxra Head Road, Standish, Wigan, WN1 2RF (physically handicapped pupils)
HEAD OF INFANTS
Scale 3
Application forms and further particulars for the above posts available from and returnable to the Headteacher at the school (S.A.E. please) Ref A19. Closing date 28 May 1982.
WIGAN Metropolitan Borough

SEC MATHS continued

CAMBRIDGESHIRE THE KING'S SCHOOL... A teacher of Mathematics...

CAMBRIDGESHIRE NORTH WOODVILLE SCHOOL... A teacher of Mathematics...

CROYDON THE OLD PALACE SCHOOL... A teacher of Mathematics...

DERBYSHIRE ST THOMAS MORE... A teacher of Mathematics...

DERBYSHIRE TUNTON HALL SCHOOL... A teacher of Mathematics...

DERBYSHIRE TUNTON HALL SCHOOL... A teacher of Mathematics...

DERBYSHIRE TUNTON HALL SCHOOL... A teacher of Mathematics...

DERBYSHIRE LADY MANNERS SCHOOL... A teacher of Mathematics...

DERBYSHIRE WESTYATE SECONDARY SCHOOL... A teacher of Mathematics...

DERBYSHIRE DORSET BOURNEWOOD SCHOOL... A teacher of Mathematics...

DERBYSHIRE DORSET BOURNEWOOD SCHOOL... A teacher of Mathematics...

DERBYSHIRE BALING LONDON BOROUGH... A teacher of Mathematics...

DERBYSHIRE BALING LONDON BOROUGH... A teacher of Mathematics...

DERBYSHIRE BALING LONDON BOROUGH... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

EAST SUSSEX EAST SUSSEX COUNTY... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HAVERING HAVINGDHAM HIGH SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

HERTFORDSHIRE HERBERTS SCHOOL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

KENT COUNTY COUNCIL... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

NORFOLK LONDON BOROUGH... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

SHEFFIELD CITY OF EDUCATION... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

TAMESIDE METROPOLITAN BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

SUTTON LONDON BOROUGH... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

WILTSHIRE WEST SUSSEX COUNTY COUNCIL... A teacher of Mathematics...

Lancashire County Council advertisement with logo and contact information.

Advertisement for Dudley Metropolitan Borough regarding science and maths teachers.

Vertical text on the far left edge of the page.

SEC TECHNICAL STUDIES
continued
BARNET
LONDON BOROUGH OF BARNET
NORTHWOOD SCHOOL
Holliday Hill Road, London N.W.11
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

CORNWALL
EDUCATION COMMITTEE
There is a Renewal Expansion Scheme...
CORNWALL SCHOOL
Penryn, Cornwall
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

EAST SUSSEX
EDUCATION COMMITTEE
There is a Renewal Expansion Scheme...
EAST SUSSEX SCHOOL
Brighton, Sussex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

LEICESTERSHIRE
EDUCATION COMMITTEE
There is a Renewal Expansion Scheme...
LEICESTERSHIRE SCHOOL
Leicester, Leicestershire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SUFFOLK
NORTHGATE HIGH SCHOOL
Northgate, Suffolk
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SURREY
SURREY COUNTY COUNCIL
SURREY SCHOOL
Surrey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ESSEX
ESSEX COUNTY COUNCIL
ESSEX SCHOOL
Essex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

OXFORDSHIRE
OXFORDSHIRE COUNTY COUNCIL
OXFORDSHIRE SCHOOL
Oxfordshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
ROCHDALE SCHOOL
Rochdale, Lancashire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
SHEFFIELD SCHOOL
Sheffield
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

STATES OF GUERNSEY
EDUCATION COUNCIL
STATES OF GUERNSEY SCHOOL
Guernsey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

BEDFORDSHIRE
NORTHERN AREA
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

DERBYSHIRE
HASLAND SCHOOL
Hasland, Derbyshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ESSEX
THE PARK SCHOOL
Essex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

LEICESTERSHIRE
LINGLING SCHOOL
Lingling, Leicestershire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SURREY
SURREY COUNTY COUNCIL
SURREY SCHOOL
Surrey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ESSEX
ESSEX COUNTY COUNCIL
ESSEX SCHOOL
Essex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

OXFORDSHIRE
OXFORDSHIRE COUNTY COUNCIL
OXFORDSHIRE SCHOOL
Oxfordshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
ROCHDALE SCHOOL
Rochdale, Lancashire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
SHEFFIELD SCHOOL
Sheffield
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

STATES OF GUERNSEY
EDUCATION COUNCIL
STATES OF GUERNSEY SCHOOL
Guernsey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE SCHOOL
Buckinghamshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE SCHOOL
Buckinghamshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

DERBYSHIRE
FREDEBRICK GENT
Derbyshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ESSEX
ESSEX COUNTY COUNCIL
ESSEX SCHOOL
Essex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

LEICESTERSHIRE
LEICESTERSHIRE COUNTY COUNCIL
LEICESTERSHIRE SCHOOL
Leicestershire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SURREY
SURREY COUNTY COUNCIL
SURREY SCHOOL
Surrey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ESSEX
ESSEX COUNTY COUNCIL
ESSEX SCHOOL
Essex
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

OXFORDSHIRE
OXFORDSHIRE COUNTY COUNCIL
OXFORDSHIRE SCHOOL
Oxfordshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
ROCHDALE SCHOOL
Rochdale, Lancashire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
SHEFFIELD SCHOOL
Sheffield
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

STATES OF GUERNSEY
EDUCATION COUNCIL
STATES OF GUERNSEY SCHOOL
Guernsey
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE SCHOOL
Buckinghamshire
N.11 (16) Mixed
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...
Required for September 1982...
Application forms available from...
Headmaster: Mr. J. B. ...
Headmistress: Mrs. ...

Lancashire County Council
The following posts are required for 1st September, 1982. Closing date: 24th May, 1982.
SKELMERDALE SIXTH FORM COLLEGE (GROUP II) 550 Students
1. DIRECTOR OF COURSE DEVELOPMENT (SCALE 4)
Responsible for future academic planning, subject specialism not important.
2. NINE FULL TIME POSTS ARE AVAILABLE IN THE FOLLOWING AREAS:
Computations (BEC)
Maths, Numeracy Computations (BEC, TEC, GCE)
Account (BEC, GCE)
Law (GCE, BEC)
Psychology (GCE)
History, Politics (GCE, BEC)
Geography, Travel and Tourism (GCE, BEC)
Modern Languages (BEC, GCE)
Secretarial Studies (BEC, GCE)
Economic, World of Work (BEC, GCE)
Performing Arts, Recreational Activities.
Part-time appointments considered. Willingness to contribute to more than one subject area an advantage.
Applicants will be made normally at Scale 1 but Scale 2 applicants and to those designated as Tutor for MSC Trainees, Tutor for Adult Students, Students' Union Tutor, Fireworks Officer.
Further details available from the Principal, Skelmerdale College, Northway, Skelmerdale (0866 22744), SAE please.
WEST GLAMORGAN County Council
NEATH TERTIARY COLLEGE
Head of Languages and Communication
This new Tertiary College will open in September 1982. Applicants should be ENGLISH specialists, holding good Honours Degrees and have substantial 'A' level teaching experience. Salary will be on the SENIOR LECTURER GRADE, currently E9,824 - E11,828.
Further particulars and application forms may be obtained (S.A.E. please) from our Personnel Officer, Neath Tertiary College, Neath, Glamorgan, Gwent, SA81 2AG.
The closing date for receipt of completed application forms is Thursday, 27th May, 1982.
John Beale, Director of Education

SIXTH FORM continued
Hampshire
TONTON SIXTH FORM COLLEGE

HEADS OF DEPARTMENT
EAST SUSSEX
COUNTY COUNCIL

Scale 2 Posts and above
EAST SUSSEX
COUNTY COUNCIL

Scale 2 Posts and above
EAST SUSSEX
COUNTY COUNCIL

Scale 2 Posts and above
EAST SUSSEX
COUNTY COUNCIL

CARTREF MELYS SCHOOL
(A Part of Care Concern)
SYCHNANT PASS, CONWY, GWYNEDD
POST OF DEPUTY HEADMASTER (NON-RESIDENT)
An independent residential school for 28 emotionally disturbed boys between the ages of 11 and 16 years.

Deputy Head Teacher
Group 5S
£9,800-£10,382 + Residential Allowance
The Deputy is seeking to succeed an eminent Deputy Head Teacher in September for the lower primary school dependent boarding school on the outskirts of Torquay.

The Spastics Society
An independent residential school for 28 emotionally disturbed boys between the ages of 11 and 16 years.

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Oxford
ST. CLARE'S HALL

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Tameside
METROPOLITAN BOROUGH

Hampshire
ALTON COLLEGE

Scale 1 Posts
BERKSHIRE

Essex
PALMER'S SIXTH FORM COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Harrow
HARRISON COMMITTEE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Warwickshire
WARWICKSHIRE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Berkshire
BERKSHIRE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Waltham Forest
WALTHAM FOREST

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Devon
DEVON

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

London
LONDON

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Northamptonshire
NORTHAMPTONSHIRE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Wiltshire
WILTSHIRE

Hampshire
ALTON COLLEGE

Hampshire
ALTON COLLEGE

Hampshire
TONTON SIXTH FORM COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
SOUTH EAST PANTS AREA COLLEGE

Hampshire
BROCKHURST SIXTH FORM COLLEGE

Appointments in Scotland
BORDER'S REGIONAL COUNCIL
EDUCATION
SECONDARY SCHOOLS PROMOTED POSTS
DEPUTY HEADTEACHER
BERWICKSHIRE HIGH SCHOOL DUNGS (Roll 700)

EDINBURGH MERCHANT COMPANY SCHOOLS
GEORGE WATSON'S COLLEGE
Teacher of Mathematics
Applications are invited from Graduates for a post in the Mathematics Department for the season beginning Wednesday, 25th August, 1982.

THE GOVERNORS OF DOLLAR JUNIOR SCHOOL
TEACHER OF ENGLISH
Required from 1st September 1982. A teacher of English to teach in the school. The successful candidate will be expected to make a significant contribution to the school's development and to be a member of the staff.

THE HESLEY GROUP OF SCHOOLS
A TEACHER OF WOODWORK AND DESIGN DRAWING
Required for Wilec Hall School, to commence duties on 1st September, 1982. The school caters for 66 maladjusted boys aged 13-16 years in a residential setting.

INDEPENDENT MATHS

HARROGATE HARROGATE COLLEGE INDEPENDENT MATHS... (1450 mostly boarding)...

MIDDLESEX

EXETER TAYLORS' SCHOOL... (1982)...

DEVON

EXETER SCHOOL... (1982)...

NOTTINGHAM

TRINITY COLLEGE... (1982)...

KENT

WIMBORNE SCHOOL... (1982)...

Pastoral

LEICESTERSHIRE... (1982)...

INDEPENDENT PHYSICAL EDUCATION

BLACKPOOL... (1982)...

Science

ESSEX... (1982)...

Other Assistants

EAST SUSSEX... (1982)...

Other Assistants

OXFORD... (1982)...

Other Assistants

LONDON... (1982)...

Other Assistants

NEWCASTLE... (1982)...

HERTFORDSHIRE

ALDENHAM SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

HERTFORDSHIRE

BEULOEY SCHOOL... (1982)...

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
Wakefield District College
Margaret Street, Wakefield

LECTURERS
Grade I - £5,034 - £8,658

In Mathematics (2 posts), Physics, Chemistry, Biology (General and Human), Computer Science, Computer Studies, Electrical Engineering (3 posts). New Training Initiative Placement Officers (2 posts) - 1 Year fixed term. Computing - 1 Year fixed term.

Duties will commence on 1st September, 1982.

For application forms and further details telephone Wakefield 370211, Ext 8058/8059, or Wakefield 370501, Ext 204, stating the post(s) in which you are interested. Completed forms to be returned to the Principal at the above address by Monday, 24th May, 1982. It is hoped that interviews will be held later in that week.

EXPERIENCED TEACHERS NEEDED
(Full Time and Part Time) FOR SEPTEMBER START

St Aldates College is an Independent College for further education and is a member of CIFE and ISIS.

Subjects at 'O' and 'A' level.

Accounts F/T & P/T; Physics F/T & P/T; Chemistry F/T & P/T; Biology F/T & P/T; Geography P/T; E.F.L. F/T & P/T; Statistics P/T; Art P/T; French P/T; German P/T.

Please write with C.V. to:
The Principal,
St. Aldates College,
Rose Place,
Oxford OX1 1SB.

EDUCATION DEPARTMENT KENT COLLEGE FOR THE CAREERS SERVICE
College Road, Hextable, Swanley, Kent BR8 7RN

Applications are invited for the following post:

LECTURER II IN PSYCHOLOGY (TEMPORARY)

Applicants should be psychology graduates and have an interest in the careers guidance field. Experience in the use of psychological tests will be an advantage. Salary on Burnham Scale for Further Education Lecturer II (£5,482-£10,431 p.a.) plus London Fringe Allowance of £213 p.a.). Further particulars and application forms from County Education Officer, Kent County Council, Springfield, Maidstone, Kent (Ref. T4). Applications to be sent to the Principal at the College within fourteen days of display of this advertisement.

KENT COUNTY COUNCIL

Devon Education Committee
North Devon College
Principal: G. F. Hird, J.P., M.A., F.B.I.M.

Applications are invited for the post of:

Senior Lecturer in Community Studies

responsible for the day to day supervision and development of a growing section, currently comprising courses in Nursery Nursing, Community Care and Work Introduction with further courses for the less able and ESN(S) to be launched in the near future.

Applicants should possess imagination and energy, a degree or equivalent professional qualification and substantial experience in teaching and/or the Health/Social Services.

Further particulars and forms of application can be obtained from the Principal, Barnstaple, Devon.

COLLEGE OF FURTHER EDUCATION
continued

BOURNEMOUTH AND POOLE
COLLEGE OF FURTHER EDUCATION
Department of Continuing Education
LECTURER GRADE I IN BUSINESS STUDIES
To teach subjects from the range of Business Studies, Book-keeping and Office Administration, and to provide professional status and experience in the hotel or tourist industries in Bournemouth and Poole. Salary: Lecturer Grade I £5,034 per annum. Further details and application forms available from the Principal, Bournemouth College of Further Education, Bournemouth, Dorset. Tel: 01202 320036. Closing date: 24th May 1982.

BRISTOL
BRISTOL DIocese
Church of England
Further Education Officer - Further Education College
Required for 3 year retention of the position. To provide leadership and support to the further education sector in the Diocese. Salary: Lecturer Grade I £5,034 per annum. Further details and application forms available from the Principal, Bristol College of Further Education, Bristol. Tel: 0117 320036. Closing date: 24th May 1982.

BROMLEY
LONDON BOROUGH OF
ORPHINGTON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN ELECTRONIC ENGINEERING
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Orphington College of Further Education, The Walnuts, High Street, Orphington, Kent. Tel: 01474 320036. Closing date: 24th May 1982.

BROMLEY
LONDON BOROUGH OF
BROMLEY COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Bromley College of Further Education, Bromley, Kent. Tel: 01474 320036. Closing date: 24th May 1982.

BUCKINGHAMSHIRE COUNTY COUNCIL
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Bucks College of Further Education, Bucks. Tel: 01295 320036. Closing date: 24th May 1982.

DURHAM COUNTY COUNCIL
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Durham College of Further Education, Durham. Tel: 0191 320036. Closing date: 24th May 1982.

CROYDON COLLEGE
Fairfield, Croydon, CR9 1DX

Applications are invited from suitably qualified persons for the following teaching post, duties to commence 1st September 1982.

SCHOOL OF SCIENCE, ARTS & FOOD TECHNOLOGY
Lecturer Grade 1 MATHEMATICS

Applicants should have a degree in Mathematics, a teaching qualification and be able to teach up to TEC Ordinary Certificate and GCE Advanced level. Teaching experience is desirable but not essential for this full-time post.

The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present: Lecturer 1 £5,532 - £9,156 which includes the London Area Allowance. The point of entry is dependent on previous relevant experience.

Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

COLEG TECHNOLG GWYNEDD
Bangor

DIRPRWY BENNAETH
Cyllog yn unol a Graddfa A.B. Burnham Coleg Gwep. Ffurhenn cael a manylion pellach gan y Prifprwy, Coleg Technolg Gwynedd, Bangor, Ffôn: Bangor 4180. Dyddiad cau 1st Meibn, 1982.

GWYNEDD TECHNICAL COLLEGE
Bangor

Required for 1st September, 1982

VICE PRINCIPAL
Salary in accordance with Burnham F.E. Scale Group 5. Further particulars and application forms from the Principal, Gwynedd Technical College, Bangor. Tel: Bangor 4180. Closing date 1st June, 1982.

Bexley London Borough

ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent DA17 6JA

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.L.M., F.I.M.

Applications are invited for the following post:

SENIOR LECTURER

Required to be responsible for Art, Design, Fashion and other curriculum and organisational aspects involving Art across the varied courses in the large Department of Social Care & Creative Studies. Good academic/professional and teaching qualifications essential. Experience in commerce or industry, administration of courses and DATEC submissions would be desirable. (Ref: S.C.1.)

Burnham Salary Scale (including London Allowance)
Senior Lecturer: £10,122-£11,826

Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (ER17 4JG) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

Kirklees Metropolitan Council
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield

Applications are invited for the following post:

SCHOOL OF MUSIC
1 LECTURER GRADE II in MUSIC to assist in the teaching of students on the Preparatory and External Diploma Courses. Applicants should be suitably qualified and experienced and will be expected to make a contribution to the teaching of other instruments to a high standard. (Ref: HTC 398)

DEPARTMENT OF GENERAL AND COMMUNICATION STUDIES - ART & DESIGN SECTION
2. LECTURER GRADE II in PRINTMAKING to start as soon as possible. It is expected that the successful candidate will be a graduate with a teaching qualification and preferably industrial experience. (Ref: HTC 399)

Salaries (Burnham Scale):
Lecturer 1 - £8,034 - £8,658 p.a. Incremental credit with this scale may be given for approved qualifications and teaching or industrial experience.

Application forms and further particulars are obtainable from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement. (Please quote appropriate reference number.)

COLLEGES OF FURTHER EDUCATION
continued

EAST SUSSEX
BRIGHTON TECHNICAL COLLEGE
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Brighton Technical College, Brighton. Tel: 01273 320036. Closing date: 24th May 1982.

ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Basildon College of Further Education, Basildon. Tel: 01701 320036. Closing date: 24th May 1982.

EXETER COLLEGE
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Exeter College of Further Education, Exeter. Tel: 01392 320036. Closing date: 24th May 1982.

HAMPSHIRE
ALTON COLLEGE
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Alton College of Further Education, Alton. Tel: 01435 320036. Closing date: 24th May 1982.

Humberdale County Council
HULL COLLEGE OF FURTHER EDUCATION
MIEPE
DEPARTMENT OF MATHEMATICS AND SCIENCE

Lecturer in Mathematics

The work of the department includes Mathematics, Statistics and Computing for GCE 'O' and 'A' Level courses and a range of TEC Certificate courses. An ability to assist with Computing or Statistics will be an advantage. The post is tenable from 1st September 1982. Applicants should possess an appropriate degree and a teaching qualification. Grade 1 £5,034 - £8,658 per annum. Starting salary will depend on age, qualifications and experience.

Application forms and further particulars from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull, N. Humberdale HU1 5DQ. Telephone: (0482) 28943, ext. 230. Closing date 28th May, 1982. Full and fair consideration will be given to all disabled applicants.

Hull College of Further Education

GRIMSBY
GRIMSBY COLLEGE OF TECHNOLOGY
LECTURER IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Grimsby College of Technology, Grimsby. Tel: 01462 320036. Closing date: 24th May 1982.

GUENT
FURTHER EDUCATION COLLEGE OF GUENT
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Guent Further Education College, Guent. Tel: 01990 320036. Closing date: 24th May 1982.

HAMPSHIRE
THE SOUTH DOWN COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, The South Down College of Further Education, South Down. Tel: 01329 320036. Closing date: 24th May 1982.

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Basingstoke Technical College, Basingstoke. Tel: 01256 320036. Closing date: 24th May 1982.

LONDON BOROUGH OF HARNAGEY
TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone: 01-882 5111

DEPARTMENT OF BUILDING
LECTURER GRADE I
To teach Brickwork

The post is offered from September 1st, 1982. In the Department of Building. The person appointed will be expected to teach subjects contained in the City & Guilds 588 Brickwork Course.

Applicants must have suitable Brickwork qualifications, i.e. Advanced Brick Certificate, and have had relevant industrial experience.

Previous teaching experience would be useful but not essential for the post as opportunities will be made available for the successful candidate to receive appropriate teacher training.

Salary Lecturer Grade 1: Within the range £5,798 to £9,417 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Vice-Principal (HR), stamped, addressed envelope please, returnable within 14 days of the advertisement.

LEICESTERSHIRE
HINCKLEY COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Hinckley College of Further Education, Hinckley. Tel: 01454 320036. Closing date: 24th May 1982.

LEICESTERSHIRE
WIGSTON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Wigston College of Further Education, Wigston. Tel: 01533 320036. Closing date: 24th May 1982.

LEICESTERSHIRE
LEICESTER COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Leicester College of Further Education, Leicester. Tel: 01533 320036. Closing date: 24th May 1982.

LEICESTERSHIRE
LEICESTER COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
To teach up to 'A' level GCSE standards.
Further details obtainable from: The Principal, Leicester College of Further Education, Leicester. Tel: 01533 320036. Closing date: 24th May 1982.

LONDON BOROUGH OF HARNAGEY
TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone: 01-882 5111

DEPARTMENT OF BUILDING
LECTURER GRADE I
To teach Brickwork

The post is offered from September 1st, 1982. In the Department of Building. The person appointed will be expected to teach subjects contained in the City & Guilds 588 Brickwork Course.

Applicants must have suitable Brickwork qualifications, i.e. Advanced Brick Certificate, and have had relevant industrial experience.

Previous teaching experience would be useful but not essential for the post as opportunities will be made available for the successful candidate to receive appropriate teacher training.

Salary Lecturer Grade 1: Within the range £5,798 to £9,417 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Vice-Principal (HR), stamped, addressed envelope please, returnable within 14 days of the advertisement.

Colleges and Departments of Art Other Appointments

LONDON BOROUGH OF HOUNSLOW BOROUGH
The following post becomes vacant September 1982. Department of Art Design, located in a Graphic Design in a variety of duties...

NEWCASTLE UPON TYNE CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE
TECHNOLOGY DEPARTMENT OF VISUAL STUDIES
EDUCATION/ANTERIOR DESIGN
The following post becomes vacant September 1982. The holder will be responsible for teaching...

JAMAICA UNIVERSITY OF THE WEST INDIES
Applications are invited for the post of Lecturer in French in the Faculty of Education...

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

PSU Study and Travel Grant
Unfurnished accommodation for a family of four.

LIVERPOOL UNIVERSITY OF LIVERPOOL
SCHEMES OF VISUAL EDUCATION AND RECREATION
M.A. IN PHYSICAL EDUCATION
Applications are invited from suitably qualified candidates with a degree in Physical Education...

LIVERPOOL UNIVERSITY OF LIVERPOOL
SCHEMES OF VISUAL EDUCATION AND RECREATION
M.A. IN PHYSICAL EDUCATION
Applications are invited from suitably qualified candidates with a degree in Physical Education...

THE NATIONAL UNIVERSITY OF LESOTHO
Applications are invited from suitably qualified candidates for the post of Lecturer in the Department of Education...

SHEFFIELD THE UNIVERSITY OF SHEFFIELD
DEPARTMENT OF PROBABILITY AND STATISTICS
Statistical Education full-time lecturer. Applications should be made immediately to the Head of the Department...

SHEFFIELD THE UNIVERSITY OF SHEFFIELD
DEPARTMENT OF PROBABILITY AND STATISTICS
Statistical Education full-time lecturer. Applications should be made immediately to the Head of the Department...

SHEFFIELD THE UNIVERSITY OF SHEFFIELD
DEPARTMENT OF PROBABILITY AND STATISTICS
Statistical Education full-time lecturer. Applications should be made immediately to the Head of the Department...

SHEFFIELD THE UNIVERSITY OF SHEFFIELD
DEPARTMENT OF PROBABILITY AND STATISTICS
Statistical Education full-time lecturer. Applications should be made immediately to the Head of the Department...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

THE TIMES HIGHER EDUCATION SUPPLEMENT
The University of higher education provides a better education than any other university...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

COVENTRY HULL CITY COMMUNITY EDUCATION CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

INNER LONDON EDUCATION AUTHORITY
TEACHERS' CENTRE
Applications are invited from suitably qualified teachers for the post of...

English Teachers

The continuing requirements of our Saudi Arabia Support Contract mean that a small number of male English staff at the King Faisal Air Academy at Riyadh, they will be responsible for teaching English to students and cadets of the Royal Saudi Air Force.

... working in Saudi Arabia with BRITISH AEROSPACE
Applicants must be UK citizens whose mother tongue is English. Minimum qualifications required are a BA in English, or with English as a main subject, and three years' full-time post-graduate experience of Teaching English as a Foreign Language.

TEACHERS OF ENGLISH with ARAMCO in SAUDI ARABIA
Annual salaries from £15,000 - £18,000 after tax.

The largest oil and gas producing company in the world is continuing to expand industrial and community facilities throughout the Eastern Province of Saudi Arabia.

ARAMCO
English
as a Foreign Language
Saudi Arabia
\$12,200-\$13,700 plus \$3,000 overseas allowance

PRINCIPAL
£12,486-£13,578 (INC Condition)

Teachers for Nigeria
King-Wilkinson, a world leader in project management consultancy currently retained to provide operation and training services for Nigeria's largest crude oil refinery complex at Kaduna, wishes to appoint 2 Teachers for their school for the children of expatriate employees.

AL RABEEH FIRST SCHOOL
ABU DHABI U.A.E.
Due to increased expansion programme we require for September 1982 fully qualified and experienced Kindergarten/Infant Teachers for posts in our well established, International School with 500 pupils aged 3½ to 6½ years.

Botswana Polytechnic
Principal
Up to £17,000
The Botswana Polytechnic, Gaborone, at present caters for 450 students mostly following GCE/Craft and Technician courses in Construction, Electrical and Mechanical Engineering.

URGENT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
SCHOOL OF HOME ECONOMICS
SENIOR LECTURER AND LECTURER
Graduates of equivalent to contribute to BSc Home Economics course in areas of Consumer Studies, Food Studies and Textiles. The ability to contribute to more than one area is an advantage in computer applications would be an advantage.

SOCIAL SERVICES DEPARTMENT

On target with our planned development, Healthcroft House now requires additional staff to complement its team
DEPUTY HEAD OF CARE
(£9,428-£10,275)
GROUP LEADER
(£7,876-£8,733)
SENIOR RESIDENTIAL SOCIAL WORKER
(£6,861-£7,197 to £7,820 if qualified)
RESIDENTIAL SOCIAL WORKER
(£5,452-£5,333 to £6,898 if qualified)

PRINCIPAL

Tennet Community Home, Harborne, is the largest of Birmingham's Community Home Establishments and the following a major re-organisation of the City Council Home Establishments and the following a major re-organisation of the City Council Home Establishments...

Teachers for Nigeria

King-Wilkinson, a world leader in project management consultancy currently retained to provide operation and training services for Nigeria's largest crude oil refinery complex at Kaduna, wishes to appoint 2 Teachers for their school for the children of expatriate employees.

AL RABEEH FIRST SCHOOL

ABU DHABI U.A.E.
Due to increased expansion programme we require for September 1982 fully qualified and experienced Kindergarten/Infant Teachers for posts in our well established, International School with 500 pupils aged 3½ to 6½ years.

OVERSEAS

MALLORCA Fully licensed English Kinder...

SPAIN

BRITISH SCHOOL OF EDUCATION

SPAIN

GRANADA EFL teachers for...

WEST GERMANY

CLASS TEACHER-MIDDLE GRADES...



IRAQ INFANT AND MIDDLE SCHOOL TEACHERS

Required for September 1982 on infant and a middle school teacher...

Salary: Burnham Scale and Overseas Allowance - tax free. Plus annual bonus and other allowances. Free accommodation.

Teaching English Overseas.

TEACHING ENGLISH OVERSEAS

BAHRAIN

Senior Teacher of Technical English, Manama, Muharrag and Jihafa Boys Secondary Technical Schools

Duties: This is a peripatetic post to teach English Language with an ESP (Technical) bias in three boys technical schools...

OMAN

Teacher of English, British Council Centre, Salalah

Duties: To teach General English from absolute beginners to upper intermediate level for 24 periods a week...

QATAR

English Language Development Centre, Ministry of Education, Doha

Duties: To work in co-ordination with the Director of ELOC in designing, planning, implementing and monitoring an annual programme of teacher training...

Assistant Centre Director, The English Centre, Manama.

Duties: To assume responsibility for the Centre teaching programme including design and development of all course materials...

EGYPT

6 Teachers of English, British Council Teaching Centre, Cairo

Duties: To teach English as a foreign language (24 hours per week) to beginners, elementary, intermediate, advanced level students...

SYRIA

2 Teachers of EFL, British Council English Language Institute, Damascus

Duties: Teaching General English to mixed groups for 21 contact hours per week. An additional 5 hours per week to be spent on administrative duties.

SPAIN

SPANISH INTERNATIONAL ENGLISH TEACHERS...

SPAIN

SPANISH INTERNATIONAL ENGLISH TEACHERS...

FRANCE

Applications are invited from suitably qualified and experienced teachers...

Teachers for Third World

Just how well do you know yourself? It's a question VSO volunteers have to ask before they commit themselves to two years in developing countries...

English... posts in Sierra Leone to help primary school teachers improve English language teaching... Chemistry/Physics... Commerce/Business Studies...

VSO logo: VSO is working overseas. Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW

Liberia - West Africa

The Bong Mining Company is a joint effort by Government and the major German and Italian steel producers. The mine has been operating over 20 years and currently employs about 300 expatriates...

Teachers

Two replacement teachers are required to have respective experience in teaching 5 to 7 and 8 to 11 year old children. A salary of U.S. dollar \$2,330 per month is payable on a two year contract...

THE BRITISH SCHOOL OF BRUSSELS

HEAD

The Governors will proceed shortly to the appointment of a successor to the present headmaster on his retirement from the headship of this large international school with over 1,000 boys and girls aged 3 to 18.

The successful candidate will be required to take up the appointment in September 1983. Further particulars may be obtained from, and applications should be sent in the form of a typed letter, to: Dick H. Pantlin, C.B.E., Chairman of the Board of Governors of the British School of Brussels...

QUALIFIED LADY TEACHER

Required to travel abroad with a British family (one boy aged 8 1/2 years). The position will involve maintaining the quality of his education to the standard expected from a good private preparatory school, with a view to Public school entry later.

Teachers for Botswana Recruitment Scheme

Science and Mathematics Teachers. Secondary teaching opportunities for recently qualified BEd and PGCE teachers for January 1983.

THE ENGLISH SCHOOL BOGOTA COLOMBIA

Primary Teachers. The English School has 710 students of 29 nationalities. The School is situated on the northern outskirts of Bogota, a city of five million people at an altitude of 2,800 metres (9,500 feet) above sea level...

OVERSEAS

KUWAIT AL-NOUR ENGLISH SCHOOL. P.E. TEACHER (Single). Unreserved vacancy for the academic year commencing September 1982.

SWITZERLAND

ATLON COLLEGE. The British International Alps (B.I.A.) in the Swiss Alps (B.I.A.) requires for September 1982 a qualified single teacher for either GEOGRAPHY (and ideally BIOLOGY) to A-level.

TURKEY

Teachers recently required by the Ministry of Education. Must be B.E.S. Qualified to teach English.

SPAIN Male TEACHERS

Recently required for instruction in English in Madrid. For further details contact Mr J.R. Hughes, 34 Chester...

VENEZUELA

Qualified EFL Teachers to teach in Ciudad Guayana, Venezuela. Starting date May 1982. Applications full C.V. with photo to Teacher Selection, International House, 27, Bedford Square, London W1P 3JF.

BROMLEY

LONDON BOROUGH OF BROMLEY EDUCATION DEPARTMENT. CAREERS OFFICER (GRADE 4) P 2554. Ref: E.83

Careers Officer. In Bromley Careers Service is seeking a qualified Careers Officer, qualified to assist in the management of the service...

METROPOLITAN BOROUGH OF STOCKPORT

CAREERS OFFICER (Ref: E. 105). Part time, 18 1/2 hours, salary pro rata (Ref: E. 103) 25,882 - 27,137 (After 2 years Qualified Officer min. 28,501).

SPECIALIST CAREERS OFFICER FOR THE UNEMPLOYED - Temporary

Duties will include marketing work with employers, counselling and placing work with the young unemployed and liaison with all other agencies concerned.

HAMPSHIRE Senior Careers Adviser

Applications are invited for the above post. The person appointed will be responsible for the work of a team of three Specialist Careers Advisers and five Support Staff working with unemployed young people in the South East Division of the Hampshire Careers Service...

Senior Careers Adviser South West Division

The present post holder is retiring and applications are invited from qualified and experienced Careers Advisers for this post in charge of the Winchester Careers Office.



THE ENGLISH SCHOOL BOGOTA COLOMBIA

Primary Teachers. The English School has 710 students of 29 nationalities. The School is situated on the northern outskirts of Bogota, a city of five million people at an altitude of 2,800 metres (9,500 feet) above sea level...

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

Teaching Writing for Learning Project RESEARCH ASSISTANT

Applications are invited for the above post. The project is concerned with the development and evaluation of ways of helping pupils to use writing skills as part of the process of learning in various subject areas.

PERSONAL ANNOUNCEMENTS

PERSONAL ANNOUNCEMENTS continued. MEDICAL REP JOB CENTRE. Vocations exist throughout the U.K. For details see: NOV 05

WALES THE PROVINCIAL COUNCIL FOR EDUCATION OF THE PROVICIAL YOUTH CHAIRMAN. Applications are invited for the above post from committed members of the Amalun Club.

POL SCHOOLS ADVENTURE. Are seeking as teachers working for to join our sales force to promote adventure to schools, youth groups and families.

Outdoor Education. BUCKINGHAMSHIRE Experienced Social and Life Skills Tutor.

DEVON COURTLANDS CENTRE. Plymouth WARDEN for Drake's Island Adventure Centre in Plymouth.

MGP MARY GLASGOW PUBLICATIONS LIMITED TRaineE AREA MANAGER. To visit educational establishments in Southern England.

DORSET

BILBOURN SCHOOL. NATION CENTRE. English. Full-time positions available.

EALING LONDON BOROUGH. EDUCATION SERVICE. CENTRE. Recruitment for September 1982.

EAST SUSSEX HILLTOP SCHOOL. The Summer School held from July 24th to August 28th, 1982.

GREECE Qualified experienced teacher/Regent from September 1982 for school in Athens.

JAPAN Japan Connection. Japanese teacher in Japan with visa to act as Coordinator.

NOTTINGHAMSHIRE TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE. In 1982 Eastern Hill International, Hatfield.

OXFORDSHIRE Experienced and qualified non-residential international primary school teacher.

TURKEY Teacher's post in good language school starting July and late August.

T.E.F.L. COURSES

THE WEEK RESIDENTIAL COURSES at the North West Institute of Education.

UNIVERSITY COLLEGE LONDON. THE DUBOIS COLLEGE. Offers full board and educational support.

EXPERIENCED History Teacher. 34 London with 15 years teaching exp.

GERMANY. German Grammar School near Stuttgart. To establish links with British counterparts.

ITALIAN IN VENICE 3 week Language Course plus cultural excursions.

TEACHER TRAINING English. In 1982 at the British Centre for Education.

MANCHESTER T.E.F.L. COURSES. The University of Manchester.

MIDDLESEX COMMUNITY. FRITTON ROAD by JACK OF HEARTS. Why not train to be a Computer Programmer?

T.E.F.L. COURSES. Linguistics Limited. Will be offering a 3-week course in the Teaching of English as a Foreign Language.

PERSONAL ANNOUNCEMENTS

PERSONAL ANNOUNCEMENTS continued. IMMEDIATE ADVANCES. 100 to 200 on request.

JOB HUNTING. Seeking professional appointment. Willing to work in all aspects.

MORTGAGE 'TOP-TIME'. 100% to 100% 3 times income. Remortgages.

PROMOTION in teaching. A college and secondary service for teachers seeking promotion.

10% DAY LOANS & POST. 100% to 100% 3 times income. Remortgages.

T-SHIRTS and S.S. printed for your school. College, Club, District from the business.

WHAT CAN A TEACHER DO? Don't be a teacher, be a teacher. Own your own business.

WRITE and sell Children's Stories. Mail tuition. Send materials, pictures, free.

SECOND CHANCES 1988. The summer's guide to adult education and training opportunities.

HOLIDAYS AND ACCOMMODATION

BRITAIN FINNUI IN FRANCE. The family of Breton, 2 min. from Paris, under supervision.

ARCHAEOLOGY IN ISRAEL. This summer, 1982, in Israel, the land of the Bible.

CORNWALL. Cornwall College. Offers full board and educational support.

GRECE. 2 Bed, British Council. Available for 7th term, 1982.

LONDON'S Best Budget beds. 24.50 pp. 1200 sq. ft. V.F.F. Bungalow, 5000 sq. ft.

NORTH DEVON. Situated on edge of Exmoor. Modern house, sleep 4.

ABANDON your mortgage. Search now. Contact Mortgage Brokers.

ENCYCLOPEDIA BRITANNICA. Latest 1981 edition, updated. 2800 pp. 300000 words.

FOR SALE several high quality homes. 300-1000 sq. ft. 2-4 bedrooms.

HOLIDAYS AND ACCOMMODATION

SUPPLY equipped and fitted. Multi-activity holiday centre, unspoilt, 1982.

TEACH AT A US SUMMER CAMP. SUNACAMP is looking for bilingual teachers.

LONDON/SURREY BOROUGH. Small residential school for primary age children.

EXCHANGE. Large house with 4 beds, 2 baths, 3 car ports.

EXETER. Exchange large family house. August to Nov. for house.

HOLIDAY EXCHANGES still available. Register now for courses.

FLOURISHING. From Coed School, 130 pupils. 1982.

HEADMASTER currently running. South Wales, 1982.

LIVERPOOL. In pleasant sub-urban property, 5000 sq. ft.

London EC2 Education use building 23,000 sq ft To Let or For Sale Weatherall Green & Smith 22 Chancery Lane London WC2A 1LT 01-405 6944

Teaching of the handicapped in further education City and Guilds of London Institute No. 731 (Academic Year 1982/83)

BUDGET LOANS Fixed Interest Rates HFS arrange secured budget loans for homeowners. You can repay over 3-15 years and free life assurance may be included.

Great opportunities can land themselves on your doorstep. There are hundreds of job opportunities in the classified pages of The Times Educational Supplement every week.